

SANTA CLARA
UNIVERSITY
**COUNSELING PSYCHOLOGY
AND EDUCATION
GRADUATE PROGRAMS
1991-92**

Santa Clara

For information:

**Division of Counseling Psychology
and Education
213 Bannan Hall
Santa Clara University
Santa Clara, California 95053
408-554-4355**

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Santa Clara University does not discriminate on the basis of race, color, national and/or ethnic origin, sex, marital status, sexual preference, handicap/disability, religion, veteran's status, or age in the administration of any of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school-administered policies and programs, as well as employment-related policies and activities.

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- Title VI of the Civil Rights Act of 1964 and 34 CFR 100 et seq. (pertaining to race, color and national origin);
- Title VII of the Civil Rights Act of 1964 and 29 CFR 1601 et seq. (pertaining to discrimination in employment on the basis of race, color, religion, sex, and national origin); and
- Title IX of the 1972 Education Amendments and 34 CFR 106 et seq. (pertaining to sex)

should be directed to Jacyn Lewis-Smith

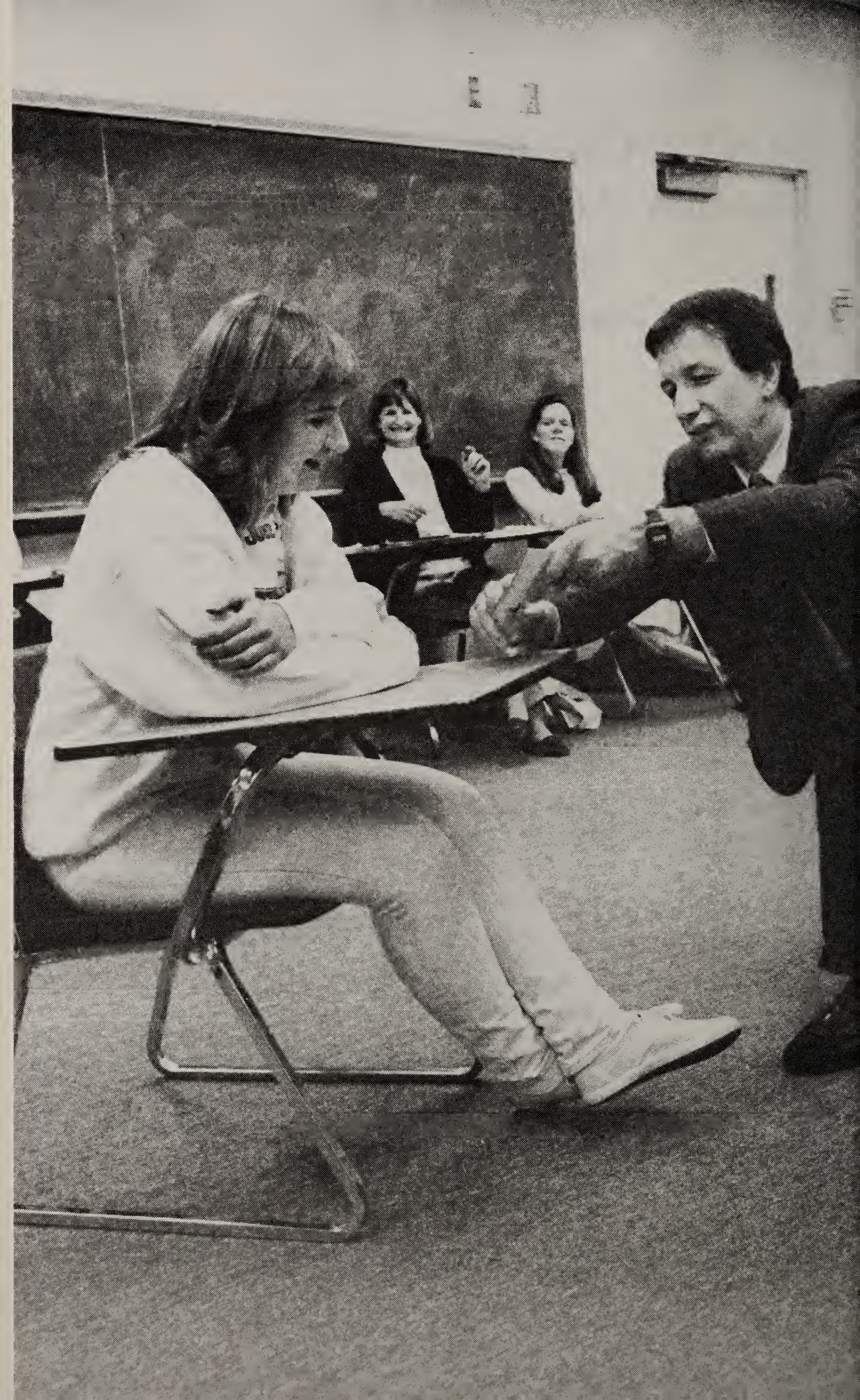
Affirmative Action Officer
SCU Title IX Compliance Officer
Walsh Administration Bldg.
408-554-4113

Copies of these policies and procedures are also available from the Personnel Office (408-554-4392).

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SANTA CLARA UNIVERSITY
Division of Counseling Psychology
and Education
Graduate Programs
1991-92

Santa Clara, California 95053



Contents

Academic Calendar	7
Division of Counseling Psychology and Education	10
Letter from the Dean	11
Faculty	12
1. Santa Clara University	19
Statement of Purpose	19
Historical Perspective	20
Campus Location	22
2. Admissions	23
General Requirements	23
Admissions Process	23
Degree Status	23
Nondegree Status	24
Academic Advisers	25
Entering New Courses	25
Graduate Transfer of Credit	25
3. Academic Regulations	26
Academic Integrity	26
Grading System	26
Change of Grade	26
Academic Performance	27
Attendance	27
Incompletes	27
Leave of Absence or Withdrawal	28
Course Load	28
Confidentiality	28
Challenging Courses	28
Waiving Courses	29
Difference Between Waiving and Challenging Courses	29
Auditing Courses	29
Transfer Within Counseling Programs	29
Graduation Requirements	30
4. Academic Information	31
Student Records	31
Summer Session	32

5. Financial Information.....	33
Tuition and Fees.....	33
Method of Payment.....	34
Tuition Refund Policy.....	34
Financial Aid.....	35
 6. Academic Programs and Course Descriptions.....	 38
Admission to Counseling Degree Programs.....	38
Counseling Programs.....	39
Master of Arts in Counseling Psychology.....	39
Master of Arts in Marriage, Family, and Child Counseling.....	40
Course Requirements: Counseling Degree Programs.....	40
Master of Arts in Counseling.....	42
Emphasis in Pupil Personnel Services.....	42
Emphasis in Health Psychology.....	43
Emphasis in Pastoral Counseling.....	43
General Emphasis.....	44
Counseling Psychology Course Descriptions.....	48
Education Programs.....	54
Teacher Education Program.....	54
Basic Teaching Credentials.....	54
Minimum Requirements.....	55
Pre-service Credential Program.....	56
In-service Credential Program.....	57
Admission Requirements for Credential Programs.....	58
Special Education Programs.....	58
Master of Arts in Special Education.....	59
Master of Arts in Special Education and Specialist in	
Learning Handicapped Credential.....	60
Specialist in Learning Handicapped Credential.....	60
Internship in Learning Handicapped Credential.....	60
Clear Resource Specialist Certificate of Competence.....	60
Early Intervention Specialist.....	61
Pupil Personnel Services Program.....	61
Master of Arts in Interdisciplinary Education.....	61
Master of Science in Teaching Mathematics.....	62
Educational Administration Program.....	62
Master of Arts in Educational Administration/Preliminary	
and Professional Administrative Services Credentials.....	63
School Business Management Certificate Program.....	65
Education Course Descriptions.....	66

7. Honors and Awards	74
8. Career Services	75
9. University Religious, Social, and Cultural Life	76
Campus Ministry.....	76
Student Life.....	76
Athletics.....	77
Student Organizations.....	77
Student Media.....	78
Student Clubs.....	79
Student Resources and Services.....	79
Counseling Services and Programs.....	79
Office of Student Activities.....	79
Student Health Services.....	80
Student Resource Center.....	80
Black Student Resources.....	80
Chicano Student Resources.....	80
Disabled Student Resources.....	80
International Student Resources.....	81
Women Student Resources.....	81
Project 50.....	81
Teaching and Learning Center.....	81
10. Facilities	83
Adobe Lodge.....	83
Benson Memorial Center.....	83
Classroom Buildings.....	83
Computing Facilities.....	83
Cowell Health Center.....	84
de Saisset Museum.....	84
Kids on Campus.....	84
Leavey Activities Center.....	85
Louis B. Mayer Theatre.....	85
Mission Santa Clara.....	85
Nobili Hall.....	85
Michel Orradre Library.....	86
Ricard Memorial Observatory.....	86
Buck Shaw Stadium.....	86

Accreditations and Memberships 87

Officers 88

Board of Trustees 89

Board of Regents 91

Faculty 93

Index 97

Map 100

Academic Calendar 1991-92

FALL QUARTER 1991

August 5-16	Monday-Friday	Mail registration
September 2	Monday	Labor Day; administrative holiday
September 25	Wednesday	Classes begin
September 25-October 1	Wednesday-Tuesday	Late registration and add period
October 4	Friday	Petition to graduate in December 1991 due
November 15	Friday	Comprehensive Examination due
November 22	Friday	Last day to withdraw from classes
November 28, 29	Thursday, Friday	Thanksgiving recess; academic* and administrative holidays
December 5	Thursday	Classes end
December 9-12	Monday-Thursday	Fall quarter examinations
December 17	Tuesday	Fall quarter grades due
December 24, 25	Tuesday, Wednesday	Christmas recess; administrative holidays
December 31, January 1	Tuesday, Wednesday	New Year's recess; administrative holidays

WINTER QUARTER 1992

November 4-15	Monday-Friday	Mail registration
January 6	Monday	Classes begin
January 2-10	Thursday-Friday	Late registration and add period
January 17	Friday	Petition to graduate in March 1992 due
January 20	Monday	Martin Luther King Day; academic* and administrative holiday
February 14	Friday	Comprehensive Examination due
February 17	Monday	Presidents' Day; academic and administrative holiday

*Some classes may meet.

February 28	Friday	Last day to withdraw from classes
March 13	Friday	Classes end
March 16–19	Monday–Thursday	Winter quarter examinations
March 24	Tuesday	Winter quarter grades due

SPRING QUARTER 1992

February 24– March 4	Monday–Wednesday	Mail registration
March 30	Monday	Classes begin
March 30–April 3	Monday–Friday	Late registration and add period
April 10	Friday	Petition to graduate in June 1992 due
April 17	Friday	Good Friday; academic and administrative holiday
May 1	Friday	Comprehensive Examination due
May 22	Friday	Last day to withdraw from classes
May 25	Monday	Memorial Day; academic* and administrative holiday
June 4	Thursday	Classes end
June 8–11	Monday–Thursday	Spring quarter examinations
June 14	Sunday	Graduate Commencement
June 16	Tuesday	Spring quarter grades due

SUMMER SESSION 1992

May 26–June 5	Tuesday–Friday	Mail registration
June 22	Monday	Classes begin
June 22–26	Monday–Friday	Late registration and add period
July 3	Friday	Independence Day; academic* and administrative holiday
July 10	Friday	Petition to graduate in August 1992 due

*Some classes may meet.

July 17	Friday	Last day to withdraw from classes
July 31	Friday	Classes end
August 3–7	Monday–Friday	Summer session examinations
August 12	Wednesday	Summer session grades due

All dates are inclusive.

Division of Counseling Psychology and Education

The current Santa Clara University Division of Counseling Psychology and Education began in 1951 as the Department of Education when the University decided to employ a full-time instructor to offer the necessary professional education courses for a California state teaching credential. Previously, adjunct faculty had offered courses in the history of U.S. schools and in educational psychology to interested students and to prospective teachers. The Department of Education remained a small teacher preparation unit until 1964 when guidelines were established for a credential and Master of Arts degree in school counseling. At that time, three full-time faculty became responsible for an expanded fifth-year teacher preparation program and for the newly created Master of Arts and credential program in school counseling.

In 1970, the teacher preparation program was expanded to include elementary teacher training. In 1973, the University began offering a master's degree in special education with a credential program in teaching the learning handicapped. In 1977, a group of Santa Clara County superintendents, who had been meeting regularly to recommend various program improvements for the Department of Education, recommended the development of an advanced degree program in school administration. The program began in 1979 and was followed by an administrative internship program in 1982.

The counseling psychology programs at Santa Clara, also begun in 1964 as a part of the Department of Education, experienced a period of rapid growth in programs, faculty, and enrollments when a decision was made in 1970 to train counselors for the license in Marriage, Family, and Child Counseling, a new specialty in counseling psychology. The program continued to expand to meet the many needs of entering students, including a general counseling program. In 1976 and 1979, respectively, the emphasis programs in pastoral counseling and in health psychology were implemented.

In 1981, the Department of Education became the Division of Counseling Psychology and Education. The Division currently offers six master's degree programs, nine credential programs, and professional enhancement workshops through a continuing professional education program. The Division also designs and implements grant proposals to provide training programs for school administrators, teachers, and paraprofessionals in the field of education.

Letter from the Dean

Dear Student:

When Father Paul Locatelli, S.J., was inaugurated on November 11, 1988, as the 37th president of the University, he enthusiastically challenged the entire University community—faculty, students, staff, and alumni—to a commitment of “excellence in the tradition of scholarship and service.”

In the Division of Counseling Psychology and Education, we take this challenge seriously and continue to develop graduate programs that demand faculty and student excellence in academics and practical application in the field. These programs in counseling psychology and education focus on learning to serve our clients and students personally and professionally.

In the Jesuit tradition at Santa Clara, we pride ourselves in attempting to educate “the whole person.” You will meet faculty and staff who are experienced in helping graduate students build on their strengths, interests, and inspirations and, at the same time, broaden their horizons and set goals for the future. Many graduates talk about our programs as offering opportunities for personal growth as well as professional competence.

I encourage you to talk with our professors, professional staff, students, and alumni to discover for yourself the inquiring and caring atmosphere that provides academic stimulation and personal support for Santa Clara students.

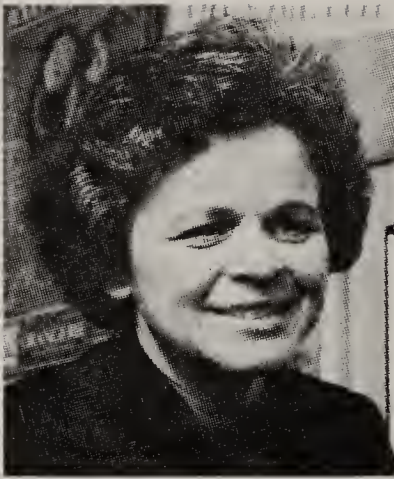
Frequently, we have students applying to programs who have not been in a formal academic setting for a long time. These students are encouraged to “test the academic waters” by visiting classes and starting as nondegree-status students. If you feel you have a particularly unusual academic and/or personal background or need professional advice before submitting your application, please contact Barbara Simmons, director of admissions/assistant to the dean, 213 Bannan Hall.

Welcome to Santa Clara University.

Sincerely,

Jo Ann Vasquez, Ph.D.
Dean

Faculty



Jo Ann Vasquez

Dean and Associate Professor of Education. B.A., 1966, Immaculate Heart College, Los Angeles; M.A., 1970, Ph.D., 1973, Claremont Graduate School. Interested in the integration of teaching and research at the graduate level; active in encouraging federal and foundation grants. Appointed dean of the Division of Counseling Psychology and Education in 1981; previous director, Teacher Education, and director, Continuing Education and Summer Session, Santa Clara University; currently, board member, National Council of Christian and Jews, Santa Clara County, Catholic Charities, and de Saisset Museum.



Kenneth E. Blaker

Associate Professor of Counseling Psychology. B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University. Research interests include interpersonal communication, behavioral psychology, counseling adapted to business and industry, employee assistance programs. Licensed marriage, family, and child therapist. Limited private practice; majority of clients are seeking help for overcoming phobias and anxieties.



Ruth E. Cook

Associate Professor of Education; Director, Special Education Programs; and Director, Pupil Personnel Services Emphasis. B.A., 1960, University of Redlands; M.A., 1967, M.A., 1968, Ph.D., 1970, University of California, Los Angeles. Clinical interests in assessment and development of appropriate interventions; research interests in early identification of learning handicaps and motivation. Co-author, *Adapting Early Childhood Curricula for Young Children with Special Needs*. Involved in a series of courses on parent/professional collaboration.



Brian P. Hall

Associate Professor of Counseling Psychology and Director, Pastoral Counseling Emphasis. B.A., 1959, University of London; M.Div., 1965, University of Western Ontario; Rel.D., 1969, Graduate School of Theology, Claremont. An Episcopal priest internationally known for work in religious systems development and systemic discernment. Author, *Genesis Effect* (Paulist Press) and books on spirituality and human values development.



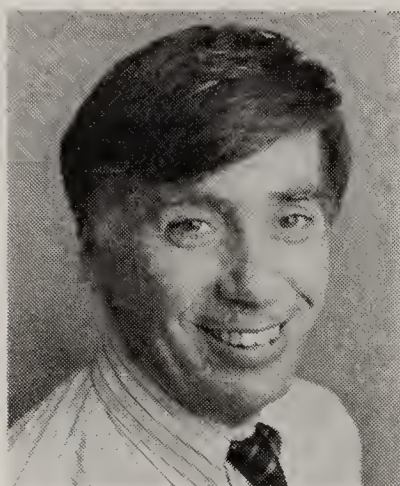
Steve A. Johnson, S.M.

Adjunct Lecturer of Education. B.A., 1977, University of California, Berkeley; M.A., 1985, Santa Clara University. Research and professional interests include urban schools, articulation with Catholic schools, urban service and immersion programs, child and adolescent behavior disorders, delinquency, social skills development, and programs for the at-risk student. Former teacher and administrator in the Catholic schools.

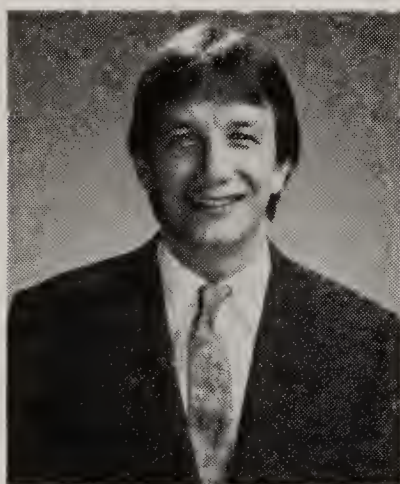


Joyce E. King

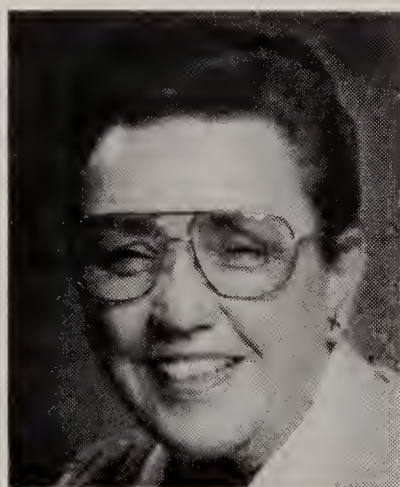
Associate Professor of Education; Director, Teacher Education Program; and Director, Interdisciplinary Education Program. B.A., 1969, Ph.D., 1974, Stanford University. Research interests include social foundations of education, critical teaching, Afrocentric research methods, culturally relevant pedagogy, multicultural and global education. Author, "Black Students' Alienation and African-American Teachers' Emancipatory Pedagogy" and articles on teacher preparation, parenting, and parent involvement in education. Recipient, Kellogg National Fellowship; focus of Kellogg study project, "Women and Social Change in a Global Context." Studied in Africa, China, Brazil, and Peru. Member, California's Supplementary Materials and Curriculum Development Commission.

**Jerome A. Kroth**

Associate Professor of Counseling Psychology and Director, Counseling Psychology Programs. B.A., 1963, University of Michigan; M.A., 1965, University of Detroit; Ph.D., 1969, Florida State University. Research interests include psychopathology, psychotherapy, applied psychodynamics. Published books on counseling, child abuse, learning disabilities, and personality theory; articles on anxiety, psychoanalytic technique, mass psychology, and psychohistory.

**Dale G. Larson**

Associate Professor of Counseling Psychology and Director, Health Psychology Emphasis. B.A., 1971, University of Chicago; M.A., 1974, Ph.D., 1977, University of California, Berkeley. Professional interests include health psychology, hospice care, support groups, social support, and psychological skills training; recent research and publications focus on self-concealment and health. Former director, three-year NIMH mental health skills training project for hospice workers; active member, American Psychological Association; associate editor, *American Journal of Health Promotion*; licensed clinical psychologist; Fulbright scholar.

**Lee Mahon**

Lecturer in Education; Director, Master's and Credential Programs in Educational Administration. B.A., 1951, M.A., 1954, California State University, San Francisco; Ed.D., 1978, University of San Francisco. Engaged in research in creative management processes and strategic planning; provides training programs on civil rights issues. Author, books and articles on civil rights; successful grant/proposal writer. Member, Board of Directors, Catholic Television Network; consultant, Bay Area school districts and school board members.

Jerrold L. Shapiro

Associate Professor of Counseling Psychology. A.B., 1964, Colby College; M.A., 1967, Northwestern University; Ph.D., 1970, University of Waterloo. Current research interests include couples' transition to family and fatherhood; frequent media appearances discussing men's issues, pregnancy, and intimacy. Publications include *When Men Are Pregnant*. Licensed clinical psychologist, diplomate with specialty in multiperson therapies.



Mary Anne Wakefield

Assistant Professor of Counseling Psychology. B.S., 1953, Iowa State University; M.S., 1960, Ph.D., 1971, University of Oregon. Research interests include stress disorders and relationships; specialty in relationship counseling; extensive clinical experience as a generalist and working with people suffering from depression and stress-related disorders. Member, ARIS Project, an organization serving people with AIDS.



William W. Yabroff

Associate Professor of Counseling Psychology. B.A., 1950, San Jose State University; B.D., 1953, Pacific School of Religion, Berkeley; M.A., 1961, Ph.D., 1963, Stanford University. Research and professional interests are psychological type and mental imagery; provides training in the therapeutic use of imagery and symbol; recently combined psychological type with guided imagery in a program for use with nontherapeutic groups. Active at local and national levels in the Association of Psychological Type with particular concerns about the application of type knowledge to marriage counseling, interpersonal communication, spirituality, and transitions.



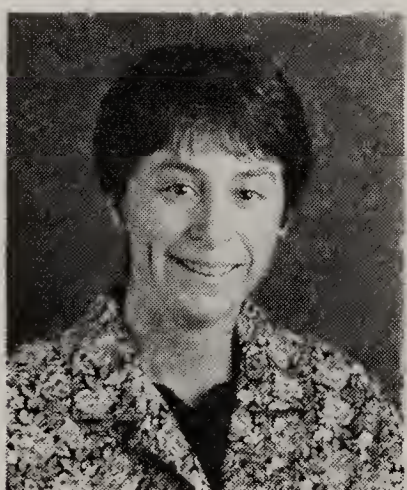
STAFF

**Jane H. Lubin**

Coordinator of Teacher Education. B.S., 1972, State University College at Buffalo; M.S., 1974, College of New Rochelle; Ed.D., 1987, University of San Francisco. Research interests include effects of short-term memory on reading comprehension, the use of art therapy in Severely Emotionally Disturbed classes, the use of learning styles with learning disabled students, positive classroom management in special education, and curriculum models as a method of classroom management. Former program specialist, resource specialist; currently, a special education advocate/consultant.

**Julie A. Malvey**

Assistant to the Dean/Director of Continuing Education and Adviser, Basic Teaching Credentials. B.A., 1964, University of California, Santa Barbara; M.A., 1971, 1984, Santa Clara University. Professional interests include developing and implementing continuing education programs for students, alumni, and community professionals; designing in-service programs for educators funded by foundations and federal sources. Grant/proposal writer; former acting director, Teacher Education, and adjunct lecturer.

**Pat Moretti**

Internship/Practicum Coordinator. B.A., 1974, San Jose State University; M.A., 1978, Santa Clara University. Professional interests include development of programs and opportunities for experiential learning for students in the counseling psychology programs. Program director, YWCA, with an emphasis in parent education; former therapist, Eastfield Children's Center.

**Barbara Simmons**

Director of Admissions/Assistant to the Dean. B.A., 1969, Wellesley College; M.A., 1970, Johns Hopkins University; M.A., 1983, Santa Clara University. Former assistant director for Undergraduate Admissions, Santa Clara University. Professional interests include postsecondary school education, with an emphasis on recruitment and retention; advisement to assist students in the admissions process; and professional development programs for the adult learner. Serves as advocate for international students.

1

Santa Clara University

STATEMENT OF PURPOSE

Inspired by the love of God to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, Santa Clara University declares its purpose to be the education of the human person within the Catholic and Jesuit tradition.

The University is thus dedicated to

- a community of highly qualified scholars, teachers, students, and administrators bound to an uncompromising standard of academic excellence;
- an education that, in its emphasis on undergraduate studies and its pursuit of selected high-quality graduate and professional programs, stresses moral as well as intellectual values, an education of the whole person, an education seeking to answer not only “what is” but “what should be”;
- an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious perception, yet a community enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to become fully human, but also to demonstrate the unity of all forms of knowledge and to enable students to assume leadership in the modern world;
- the encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge but also the creative use of knowledge;

- an academic community in which students, teachers, and administrators dedicated to academic freedom and united in the search for truth actively formulate and carry into effect the University's policies.

Board of Trustees
Santa Clara University
January 22, 1975

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Spanish Franciscan missionary, Tomás de la Peña, to mark the founding of the eighth of California's original 21 missions, Santa Clara de Asís.

Three-quarters of a century elapsed before Santa Clara University, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the women, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization on February 27, 1837, some 9,000 persons were baptized at the mission.

During the early period, the less solidly built mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third mission church, constructed of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, also adobe, was used temporarily from 1819 to 1825. The larger, fifth adobe mission with its quadrangle patio, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of the quadrangle.

The first site of Mission Santa Clara is marked by a California state historical landmark located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street and the third site at Campbell and Franklin streets. The temporary fourth mission church stood between what are now Kenna Hall and the Walsh Administration Building.

During the first three decades of the nineteenth century, the old mission enjoyed its most fruitful years. In 1827, more than 1,400 Indians lived within sound of the mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the guidance of the missionaries.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California missions. The Mexican War of Independence brought turmoil from 1810 to 1821 and resulted in a decrease in Franciscan personnel and donations-in-aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the mission padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco García Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the padres' resistance to governmental encroachment on the Indians' rights and property had little effect. Full secularization of mission properties was finally imposed at Mission Santa Clara in early 1837. This action ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years most of the mission buildings and the Indian lands, cattle, and sheep were seized by civil officials and other claimants. In the early 1840s, foreigners began arriving in Alta California in increasing numbers. Some of the immigrants were Anglo-Americans attracted by the rich agricultural lands of Santa Clara Valley.

Events of the year 1848 dramatically altered the course of history at Santa Clara. In February, the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which concluded the two-year war in which they had been engaged and ceded California to the United States. That same year gold was discovered in the Sierra Nevada, thus attracting a flood of newcomers into the former Mexican province.

It was in this setting that Santa Clara opened its classroom doors in May 1851. The new bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly Oregon missionaries, to open a college at Mission Santa Clara. During its first academic year, 1851–52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year, Santa Clara College received a charter of incorporation from the state of California.* In 1857, the college conferred its first collegiate degree, a Bachelor of Arts diploma, on Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the state of California. By 1858, new scientific apparatus arrived from Paris, and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed, and distinguished graduates became prominent members of California life. It was not until 1912, however, that the Schools of Law and Engineering were founded. In that same year, courses in the humanities and the sciences were expanded, and the college became Santa Clara University. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also expanded in 1926, and the University's School of Business and Administration began. In that same year,

*THE UNIVERSITY'S LEGAL NAME is *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c) (3) (ii) tax-exempt organization and it is not classified as a private foundation under section 509(a) of the IRS Code.

the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930s through World War II, the University's enrollment was relatively stable. The return of many veterans resulted in an enlarged student body and new resources. In 1947, for the first time in the University's history, enrollment broke the 1,000 mark. From the postwar period to the present, the face of the campus has been changing and expanding. In 1961, the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support of many friends, 23 new buildings have been added to match the growth in enrollments. The Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Health Center were completed in the early 1970s. Additions in the 1980s included a computer center, engineering and computer laboratories, parking facilities, and student housing. The already scenic campus was significantly enhanced in 1989 by rerouting The Alameda, California's oldest north-south highway, around the University. With the new entrance road and landscaping, the reroute unifies the Mission and modern sections of the campus into 104 contiguous acres.

Although the student body has grown rapidly in the past decade, it has been held relatively small: 3,800 undergraduates and 3,900 graduate and law students. Since 1960, educational opportunities at all levels have increased.

As an independent University supported by tuition and gifts, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, Santa Clara University, the first institution to offer classes in higher learning on the West Coast, continues its mission heritage of service by helping its students equip themselves with advanced knowledge and humanistic values. Academic excellence in a well-balanced human being is the University's goal.

CAMPUS LOCATION

Santa Clara University is 46 miles from San Francisco, near the southern tip of the Bay, in an area rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry (Silicon Valley) and professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland, and Marin County are within one-hour's travel by bus, train, or car. In the opposite direction, the Pacific beaches of Santa Cruz are about 30 minutes away; the world-famous Monterey Peninsula and Carmel are two hours away. The University is accessible by major airlines via San Jose International Airport, which is three miles from campus, and via San Francisco and Oakland International airports.

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years, the average maximum temperature was 71.4 degrees and the average minimum, 41.6 degrees. The sun shines an average of 293 days per year, and the average annual rainfall is about 15 inches.

2

Admissions

GENERAL REQUIREMENTS

Admission to these graduate programs is open to students who hold a bachelor's degree from an accredited institution of higher learning, have demonstrated superior scholastic aptitude, and have given evidence of good citizenship and moral character. A student who has been disqualified in any college or school of Santa Clara University is ineligible for admission to these programs.

Foreign-born students and all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) and to submit their score before a decision on their application can be made. Arrangements for this test can be made through the Educational Testing Service, Box 899, Princeton, New Jersey 08540. If the assistant dean has a question about the applicant's skill in spoken English after receiving a TOEFL score, he/she may require an oral interview. If it is necessary to conduct the oral interview by phone, it will be at the applicant's expense.

ADMISSIONS PROCESS

Students may apply for degree or for nondegree status. Degree status refers to students admitted by letter into a **degree, credential, certificate, or pre-license program** offered by the Division. Nondegree status refers to students admitted by letter, **not** to one of these **programs**, but to one or several **courses** offered by the Division.

DEGREE STATUS

To apply for degree status, submit the following documents to the Division Office:

1. Two signed copies of application form
2. Two copies of official transcripts from each school attended (include community colleges; do not include transcripts listing only extension courses)
3. Application fee (check payable to Santa Clara University)
4. Three letters of recommendation, preferably on the Santa Clara form
5. A photo for identification (no set size or format)

6. Statement of purpose (see application for topic)
7. GRE or MAT scores. Applicants seeking admission to degree status or to the Pre-service Credential program must submit scores from either the Graduate Record Examination Aptitude Test or the Miller Analogies Test, but the MAT is recommended. The applicant may choose which test to take. For a description of these tests, their frequency, sites, cost, and score-return schedule, contact the Division Office, 213 Bannan Hall (408-554-4355).
8. Pre-service and pupil personnel credential candidates (a) must take the California Basic Educational Skills Test (CBEST) on application to the credential program, with satisfactory performance required before the credential is awarded; and (b) must show evidence of absence of criminal conviction that would preclude the issuance of a credential.

Applications for admission may be filed at any time. Deadlines are May 1 for summer session and fall quarter, November 1 for winter quarter, and February 1 for spring quarter.

The basic teaching credential program accepts pre-service students for fall quarter only, with an application deadline of May 1. May 1 is also the deadline to submit CBEST scores, which are required of all applicants to credential programs.

Note: All forms are available from the Office of the Director of Admissions/Assistant to the Dean, 213 Bannan Hall (408-554-4355).

NONDEGREE STATUS

To apply for nondegree status, submit the following documents to the Division Office:

1. Application form
2. A copy of all major transcripts (to be followed by official transcripts on admission)
3. Application fee (same as for degree status and applicable later for that status); check payable to Santa Clara University
4. Experience report: overview of education, professional and volunteer work, organizational involvement, homemaking, travel, and language abilities

Application deadlines are November 1 for winter quarter, February 1 for spring quarter, May 1 for summer session, and August 1 for fall quarter. Students applying for nondegree status should have a 3.0 cumulative GPA. No more than 10 quarter units can be taken in nondegree status or later be transferred into a graduate program at this University. Nondegree status requires the student to maintain a 3.0 GPA. ***Acceptance into nondegree status does not imply acceptance to a program.***

All application documents must be sent to the Division Office, 213 Bannan Hall, Santa Clara University, Santa Clara, California 95053. Decisions on

admission to either status are sent by mail. No specific reasons will be given in case of rejection, and no information will be given by telephone.

Note: All forms are available from the Office of the Director of Admissions/Assistant to the Dean, 213 Bannan Hall (408-554-4355).

ACADEMIC ADVISERS

After being admitted to *degree status*, students are strongly urged to seek the guidance of an academic adviser. Usually the program director serves in this capacity, but students are free to select any full-time faculty member as their adviser.

It is the adviser's task to approve transfer credits when appropriate, to waive required courses under certain circumstances, and to encourage prudent sequencing of courses.

ENTERING NEW COURSES

Students may enter a course only during the first week of classes in the term.

GRADUATE TRANSFER OF CREDIT

Up to 10 quarter units (or 6 semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at Santa Clara University, provided the following stipulations are met:

1. Grades with an equivalent of B or better must have been earned in the graduate courses.
2. Transfer credit will be given only for those courses considered to be equivalent to courses at Santa Clara.
3. Extension and continuing education credits are usually ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
4. Only academic work will be considered for transfer credit. Work experience, missionary experience, teaching experience, and the like will not receive graduate credit at Santa Clara.
5. Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is usually ineligible for transfer credit. At the adviser's discretion, a student may be required to repeat a course taken five or more years before matriculation.

Note: Students may transfer up to 10 quarter units (or 6 semester credits) from other accredited graduate schools; however, once matriculated, a student may not elect to take equivalent classes in other graduate institutions without permission of the instructor.

3

Academic Regulations

ACADEMIC INTEGRITY

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University.

Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to similar disciplinary action.

GRADING SYSTEM

Plus (+) and minus (–) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	4.0	D–	0.7
A–	3.7	F	0
B+	3.3	W	Withdrawn
B	3.0	I	Incomplete
B–	2.7	P	Pass
C+	2.3	NP	Not pass
C	2.0	NR	Not reported (assigned in the Student Records Office)
C–	1.7	R	Repeat (no credit)
D+	1.3	AUD	Audit
D	1.0		

To calculate the grade point average, divide the total number of earned grade points by the number of units that have been attempted (marked “U.A.” on grade card and transcript); a B average is 3.0.

CHANGE OF GRADE

Only the instructor in charge of a course may assign grades. All grades, except incompletes, become final when they have been assigned and reported to the Student Records Office. An instructor may approve and report to the Student

Records Office a correction of a final grade only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade.

ACADEMIC PERFORMANCE

A grade point average of 3.0 (B) or better is required in all programs. Students falling below this average must make up the deficiency within their following two courses in order to continue in the program. Students who receive a grade of D or F or who fail to maintain the required grade point average will be disqualified.

If, in the judgment of the instructor, absences affect academic performance, the instructor may make additional assignments. Student absences may also affect the final course grade.

Periodic Evaluations The Counseling Psychology and Education faculty may periodically evaluate students on their performance and behavior. This is part of the Division's commitment to the profession of counseling and education and to the clients it serves. Should the faculty judge that a student would not be an asset to these professions, the student will be asked to leave that program regardless of the number of courses already completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume that their performance is satisfactory. The periodic evaluations adhere to specific guidelines and procedures. Students can appeal the outcome of periodic examinations to the dean.

ATTENDANCE

Students are required to attend all classes. Penalties for absences are left to the discretion of individual instructors. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence.

INCOMPLETES

Students may receive an Incomplete grade (I) in a course if, because of extraordinary circumstances beyond their control, some essential portion of the assigned work has not been completed before the final examination. The unfinished work must be completed and given to the course instructor within four weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension of time.

All time extensions must be in writing and approved by the dean; they should not exceed a period longer than two academic quarters after the Incomplete was earned, excluding summer session. Approval for an extension must be obtained and forwarded to the Student Records Office within the four-week period mentioned above. All Incompletes not cleared in the time period stated above will automatically become an F grade.

LEAVE OF ABSENCE OR WITHDRAWAL

To withdraw from the University, a student must submit a withdrawal form to the Division Office, 213 Bannan Hall.

Degree-status students who interrupt their course of studies for up to one year need not reapply on their return. Summer session is not considered a term.

Degree-status students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form, but without a fee. Such application forms should be filed by the May 1, November 1, and February 1 application deadlines. These applications for readmission will be subject to the admission requirements and procedures established for persons applying for the first time.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Student Accounts Office. Students on deferments or Perkins Loans must also clear their financial obligations with the Credit and Collection Office.

COURSE LOAD

No student is permitted to carry more than 15 graduate quarter units in a single quarter, with the exception of full-time teacher education students. No student may carry more than 10 quarter units during summer session. Any student carrying fewer than 9 quarter units is considered a part-time student.

CONFIDENTIALITY

The need for personal disclosure creates an obligation of confidentiality for teachers and group leaders.

Students have the right to expect confidentiality because the faculty of the Counseling Psychology and Education programs expect self-disclosure. Violations of this obligation are most serious and may result in a review of the professional responsibilities of the faculty member.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have the obligation of confidentiality. Students who violate this obligation are subject to suspension or expulsion from the University.

CHALLENGING COURSES

Students may challenge certain courses that satisfy specific requirements for a degree or credential program. To challenge a course, students must (1) have completed at least 15 quarter units at Santa Clara (unless an exception is granted by the director of the student's program); (2) have a cumulative grade point average of at least 3.2; and (3) have received the permission of the instructor, the program director, and dean to proceed with challenging a course.

Challenge examinations may be either oral or written, as determined by the instructor. Challenged courses may not be taken on a pass/not pass basis, and no

more than one course may be challenged each term. There will be a \$75 fee for challenging a course. Challenge forms are available in 213 Bannan Hall.

Certain classes within the Division cannot be challenged. These include any Counseling Psychology practicum/internship courses and any field lab courses. No classes from the educational administration area can be challenged. Classes in which the experiential component of the work is high are typically unavailable to be challenged.

Students who challenge classes receive credit on their transcripts stated as *units attempted*, but *not passed*, along with *a grade for the challenged course*. Students successfully challenging a class are able to take another class in the Division in lieu of the units challenged.

WAIVING COURSES

Students who waive classes with the permission of the director of the program receive no credit on their transcript, but are given the opportunity to take another class in lieu of the waived class. Waived classes are not accepted by licensing or credentialing boards when competencies must be met.

DIFFERENCE BETWEEN WAIVING AND CHALLENGING COURSES

A student who challenges a class receives credit on his/her transcript as units attempted but not passed, along with a grade for the challenged class. A student who waives a class has proven competency in a particular course area; this student will not have to take the particular waived class for degree requirements, but will have to make up the units by electing to take another class toward his/her degree. *Unlike* the challenged course, the waived course is *neither* posted on the transcript as *units attempted* nor is the waived class graded.

AUDITING COURSES

Students accepted into degree or credential programs may audit one course per quarter. No more than three courses may be audited during a student's degree or credential program. Permission to audit a course will be given only at the end of the late registration period and only if space is available in the class. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the notation AUD. Students must pay full tuition for auditing a course.

TRANSFER WITHIN COUNSELING PROGRAMS

A student who wishes to transfer from one Counseling Psychology program to another (e.g., from the M.A. in Counseling to the M.A. in Marriage, Family, and Child Counseling) must submit a written request to the director of Counseling Psychology programs. The request must contain one or more reasons for the proposed change. *Transfer of programs is not automatic*. The director will present the request to the faculty for review and decision. The faculty decision

will be transmitted by letter to the student, and a copy of the letter will be placed in the student's file. The date of the letter will be the effective date of the transfer.

The requirements for the new degree program will be those printed in the Division bulletin current at the date of the transfer letter. All requirements for the new degree program must be completed within five calendar years from the beginning of the quarter or session into which the student was originally accepted.

GRADUATION REQUIREMENTS

The minimum number of graduate quarter units of credit required for the Master of Arts degree or for the teaching credentials is 45. The maximum is 72. Course requirements are described under each program heading in the following pages. For the Master of Arts degrees and the teaching and services credential programs, the candidate must maintain at least a 3.0 grade point average.

All requirements for any degree or credential must be completed within five years. Requests for extension beyond this period must be submitted in writing to the student's program director.

Candidates for a master's degree must file a petition to graduate with the Office of the Assistant to the Dean for Admissions, Academic Advisement and Records, 213 Bannan Hall, by the third Friday of the quarter in which the candidate plans to graduate. Candidates for graduation during summer session must file by the third Friday of spring quarter. A late fee of \$2 per day (to a maximum of \$50) will be charged for failure to meet these deadlines.

After a petition is filed, the candidate's academic record will be reviewed by the Office of the Assistant to the Dean for Admissions, Academic Advisement and Records. Candidates whose eligibility to graduate is in question will be notified. A candidate who fails to meet all requirements for graduation by the expected date must file a new petition to graduate.

A graduation fee of \$50 will be charged to the student's account in the Business Office to cover cap and gown rental, diploma, and other graduation expenses. Details concerning participation in the commencement exercises are handled by the Office of Student Development (408-554-4583).

4

Academic Information

STUDENT RECORDS

University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University will release "directory information" to any person on request, unless a student requests in writing that directory information be kept confidential. Directory information is designated as follows:

1. Student's name
2. Sex
3. Address (campus, local, and/or permanent)
4. Telephone number
5. Date and place of birth
6. Major field of study, classification, dates of attendance, degrees, and honors received
7. Most recent previous educational institution attended
8. Participation in officially recognized activities, including intercollegiate athletics
9. Name, weight, and height of participants on intercollegiate athletic teams

During any quarter of the academic year, students may request in writing, through the Student Records Office, that directory information be kept confidential. Once filed, the request remains in effect for the remainder of that academic year only.

Certain records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded by law from inspection. Third parties shall not have access to educational records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

Students may inspect their records at the following offices:

1. Official academic records, including application forms, admissions transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Student Records Office.
2. Working academic files are also maintained by the dean of a school or college in their respective offices.

3. Records related to a student's nonacademic activities are maintained in the Office of the Vice President for Student Development.
4. Records relating to a student's financial status with the University are maintained in the Student Records Office.

Students may direct complaints regarding academic records to the dean of the college or school in which the student is enrolled or to the registrar. Students having questions regarding the policy on the privacy of records should contact the University registrar, Walsh Administration Building.

SUMMER SESSION

In the six-week summer session, the Division of Counseling Psychology and Education offers many courses needed to fulfill requirements for Counseling Psychology and Education degrees and credentials. Summer session is not considered a regular academic quarter.

The Division also offers summer professional growth opportunities for current CP&E students, alumni, and Bay Area practitioners. Short-term workshops focusing on specific counseling psychology and education issues are offered for continuing education units (CEUs). CEUs are not applicable to Santa Clara's degree or credential programs. These workshops are particularly useful for educators and counselors who need to meet licensing renewal requirements.

For information on summer session offerings, contact the Division Office, 213 Bannan Hall (408-554-4355).

5

Financial Information

TUITION AND FEES PER QUARTER

Application charge	\$ 30.00
Payment should be sent with each application form and is not refundable. Nondegree students pay this fee once, at the initial application.	
Tuition, per quarter unit	237.00
Registration fee	10.00
This nonrefundable fee is payable each quarter of registration regardless of the number of units for which the student is registered.	
Late payment fee	75.00
Student activity fee	5.00
Field Laboratory fee, per unit	45.00
Late registration fee	30.00
Course drop fee (per course)	10.00
Graduation fee for those receiving the master's degree	50.00
Credential completion fee for those receiving the teaching credential	25.00
Late submission of petition to graduate fee, per day (\$50.00 maximum)	2.00
Fee for challenging a course (per course)	75.00
Auditing fee, per quarter unit	237.00
Credential evaluation fee	35.00
Transcript of grades fee (per copy)	2.50
Transcript of grades fee (rush process)	7.50
Deferment service fee	50.00
Returned check fee	10.00

Parking permits (per year)	40.00
Parking permits (per quarter)	20.00

METHOD OF PAYMENT

Tuition and fees are billed to the student. Students must pay the bill by the specified due date or face a fine and being withdrawn from classes.

Remittances should be made payable to Santa Clara University and mailed to P.O. Box 44783, San Francisco, CA 94144-4783. Inquiries regarding account status should be directed to the Student Accounts Office (408-554-4412).

Students who have unpaid accounts at the University or who defer payment without signed approval are subject to dismissal from the University and, as long as such accounts are outstanding, will not receive academic transcripts or diplomas.

Several tuition plans administered by outside financing agencies are available. Those who plan to avail themselves of one of these plans should request information from the Student Accounts Office at least three months prior to registration.

TUITION REFUND POLICY

Fall, Winter, Spring Quarters Students may formally withdraw from class up to and including seven calendar days from the start of the quarter and receive a 100 percent refund of tuition, less a \$10 fee for each class dropped. The start of the quarter is considered to be the first date on which instruction begins in the Division of Counseling Psychology and Education.

Students who formally withdraw from a class after the first week of the quarter may receive a refund of tuition according to the following schedule:

Withdrawal during the second week of the quarter.....	50%
Withdrawal during the third week of the quarter.....	25%

No refunds will be authorized after the third week of the quarter. The date on which written notice of withdrawal is received by the assistant to the dean for admissions, academic advisement and records, will determine the refund, not the last date of attendance by the student.

Summer Session Students who formally withdraw from a class during summer session may receive a refund of tuition according to the following schedule:

Withdrawal during the first week of the session.....	100%
	less drop fee
Withdrawal during the second week of the session	50%

No refunds will be authorized after the second week of the session.

Any Quarter/Session No refunds will be made because of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

Refund checks for approved course withdrawals are issued by the Student Accounts Office. Any student who qualifies for an institutional refund must request it from the Student Accounts Office.

Note: All fees, charges, and refund schedules stated in this bulletin are subject to change without prior notice.

FINANCIAL AID

Financial assistance at Santa Clara University is awarded on the basis of superior academic record and/or financial need. Santa Clara maintains limited scholarship monies for students within the Division of Counseling Psychology and Education (available to students from all except nondegree programs), as well as the funds described in subsequent paragraphs: the Edwin J. Brown Fellowship, the Gerald E. McDonald Graduate Scholarship, and the Jim and Pauline Mahon Scholarship. Any student interested in being considered for a scholarship or grant must file a Student Aid Application for California (SAAC) for California students, or a Financial Aid Form (FAF) for non-California students. More information regarding financial aid, SAAC, and FAF can be obtained from the Financial Aid Office (408-554-4505).

Scholarships, Fellowships, and Grants

California State Graduate Fellowships Awarded to students who are pursuing a recognized graduate or professional degree and who have not completed more than four quarters of full-time graduate work as of October 1. Selection is based on state manpower needs, academic performance, and financial need. Applications are available in the fall from the Financial Aid Office.

Edwin J. Brown Fellowship in Teacher Education A perpetual fellowship provided by a gift from the late Dr. Edwin J. Brown, professor of education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year. Applications are available prior to fall quarter in 213 Bannan Hall.

Jim and Pauline Mahon Scholarship in Educational Administration Annual scholarship to a qualified graduate student accepted to the Educational Administration program. Applications are available in 213 Bannan Hall and must be filed prior to fall quarter.

Gerald E. McDonald Graduate Scholarship in Education Annual award to a student who has completed, with a GPA of 3.25 or better, at least one-third of a Santa Clara program in teacher education, special education, or educational administration. Applications are available in the Division Office, 213 Bannan Hall, during fall quarter.

In addition to the conditions specified by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, the Division requires evidence of financial need. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before February 1.
3. Scholarships may be canceled at any time for serious infractions of University rules and regulations.
4. As a general rule, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

The Paul Douglas Teacher Scholarship Program

The Paul Douglas Teacher Scholarship Program, formerly the Congressional Teacher Scholarship Program, is an incentive program designed to attract and commit students to the teaching profession. The program awards up to \$5,000 per year for a maximum of four years. Freshmen, sophomores, juniors, seniors, and fifth-year students who are enrolled in an approved curriculum leading to a teaching credential are eligible. Information about this program is available in 213 Bannan Hall.

Dean's Graduate Research Grants

The dean's research grants are awarded twice each year to a limited number of graduate students in the Division of Counseling Psychology and Education on a competitive basis. The purpose of the grants is to allow graduate students the opportunity to pursue research of high quality for which outside funds are unavailable. Most Dean's Graduate Research Grants range from \$100 to \$300.

Procedures for applying for the grants and criteria for selection are available in the Office of the Dean, 226 Bannan Hall.

The Dean's Graduate Research Grants are not available for tuition support, equipment purchase, or travel. *Completed proposals must be submitted by November 1 or March 1, to the Office of the Dean, 226 Bannan Hall.*

Tuition Remission for Educators in San Jose Diocese

A 20 percent tuition remission is available for full-time teachers, counselors, and administrators employed by the Diocese of San Jose who are taking graduate courses in the Division. Tuition remission applies to degree and nondegree students. Application information can be obtained in 213 Bannan Hall.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education is through loan programs. Among those available to students in the graduate programs are the Perkins Loans, Stafford Loans, and Supplemental Loans to Students. Application forms and further information may be obtained from the Financial Aid Office (408-554-4505).

College Work-Study Program

Division students may qualify on the same basis as other students at the University. Further information is available from the Financial Aid Office.

Deadlines

The Financial Aid Office has established deadlines for consideration for the various programs it administers. All students requesting financial aid from the University should contact the office at the earliest possible date to request specific deadline information and appropriate application materials. Files completed later than February 1 for new applicants and May 1 for current recipients will be placed on a waiting list and will receive consideration on a funds-available basis.

Veterans and Veterans' Dependents Assistance

Santa Clara University is listed by the Veterans Administration as qualified to receive students under Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100 percent disabled, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability); Chapter 31 (rehabilitation); Chapter 30 (active duty Montgomery G.I. Bill); Chapter 34 (old G.I. Bill); and Chapter 32 (Post-Vietnam Era Veterans' Educational Assistance Program [VEAP]). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The state of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, CA 94102.

Information regarding these programs may be obtained from the Santa Clara University veterans' counselor in the Student Records Office.

6

Academic Programs and Course Descriptions

The Division offers three Master of Arts degree programs in counseling: Counseling Psychology (72 quarter units); Marriage, Family, and Child Counseling (72 quarter units); and the Master of Arts degree program in Counseling (51 quarter units). Emphases in Health Psychology, Pastoral Counseling, School Counseling, and General Counseling are available in all three degree programs. A credential in basic pupil personnel services (school counseling) is also available.

In education, the Master of Arts degree is available in Special Education, Interdisciplinary Education, and Educational Administration. Credential programs are offered for single-subject and multiple-subject teaching, learning handicapped specialists, pupil personnel services, and administrative services. A resource specialist certificate is also available.

The Master of Science in the Teaching of Mathematics (MSTM) program is offered by the Department of Mathematics (College of Arts and Sciences). The MSTM is designed for both prospective and experienced teachers of mathematics in secondary schools and community colleges.

ADMISSION TO COUNSELING DEGREE PROGRAMS

Applicants to counseling degree programs are evaluated on their previous experience and academic record. At least one year of practical experience after the Bachelor of Arts degree in a field related to their chosen profession is required.

Exceptions are sometimes made when experience is taken concurrently with the graduate program. Santa Clara's counseling programs are primarily designed for the working professional, with most courses being offered in the late afternoons and evenings. A limited number of daytime classes are available. Students are encouraged either to continue in their present employment, if suitable, or to select situations in which some application of counseling skills is possible. Preference will be given to those whose working milieu provides such application.

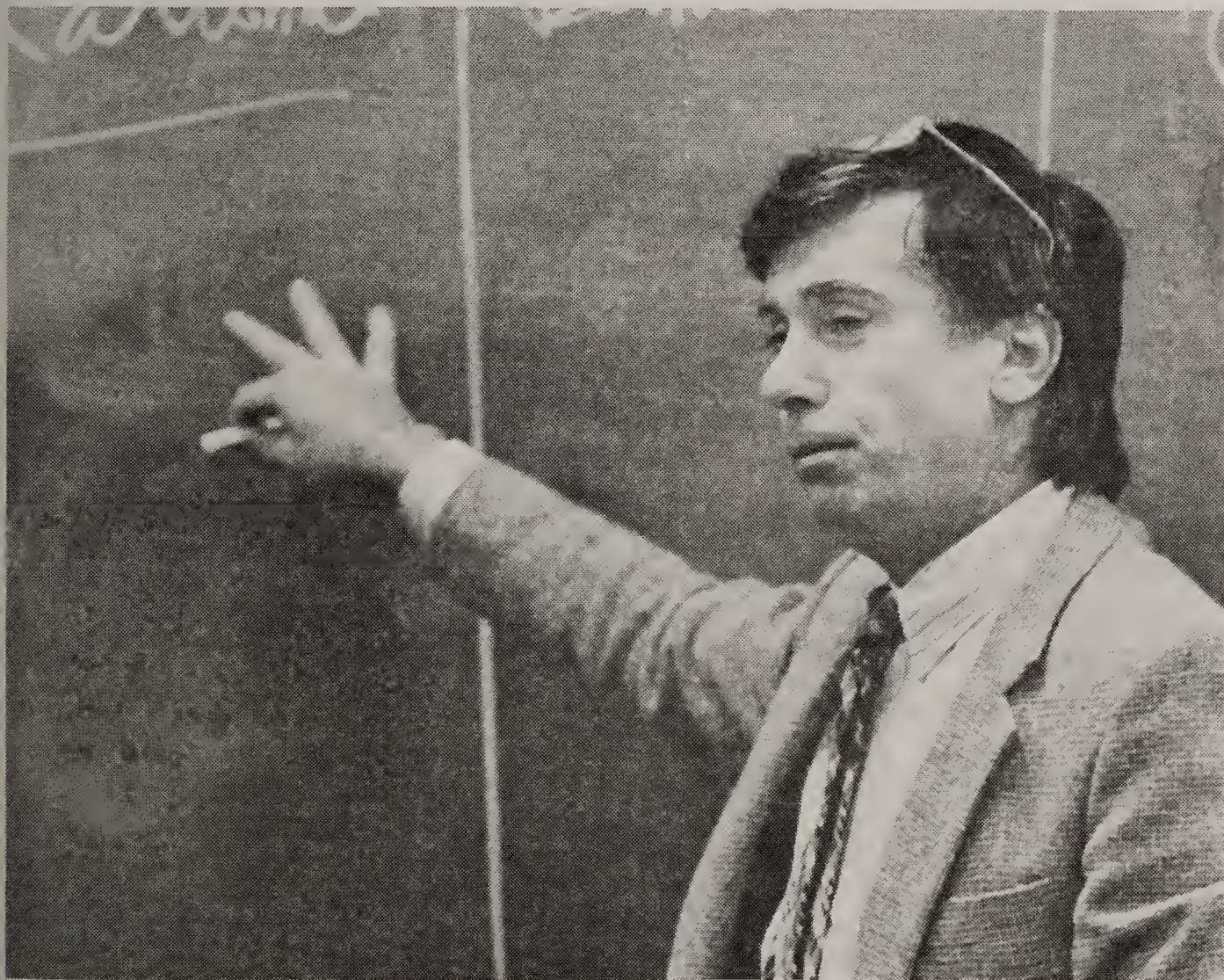
Applications are welcome anytime during the year. The admissions committee meets fall, winter, and spring quarters to select the most highly qualified applicants for each counseling program.

COUNSELING PROGRAMS

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Jerome A. Kroth (*Director*)

The Master of Arts Degree in Counseling Psychology provides an intensive two-year master of arts program for students who plan to seek positions that require such a program. The degree requires 72 quarter units and allows for a wide variety of specializations, depending on the student's selection of electives. Required courses are listed on pages 38–39. It is possible to prepare for the MFCC license examination if courses are selected carefully with the help of an adviser. Three quarter units of Field Laboratory (305) may be included.



Jerome A. Kroth, Ph.D.
Associate Professor in Counseling Psychology

MASTER OF ARTS IN MARRIAGE, FAMILY, AND CHILD COUNSELING

Jerome A. Kroth (*Director*)

The degree in Master of Arts in Marriage, Family, and Child Counseling is designed to train counselors in the treatment of premarital, marital, family, and child relationship dysfunctions. This program requires a minimum of 72 quarter units. It includes theoretical and experiential work with an emphasis on development of practical and appropriate clinical skills. The program is based on regulations provided by the Board of Behavioral Science Examiners and on guidelines suggested by the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists. Required courses are listed on pages 41–42. These courses are designed to prepare the student for the California MFCC license examination. Three quarter units of Field Laboratory (305) may be included.

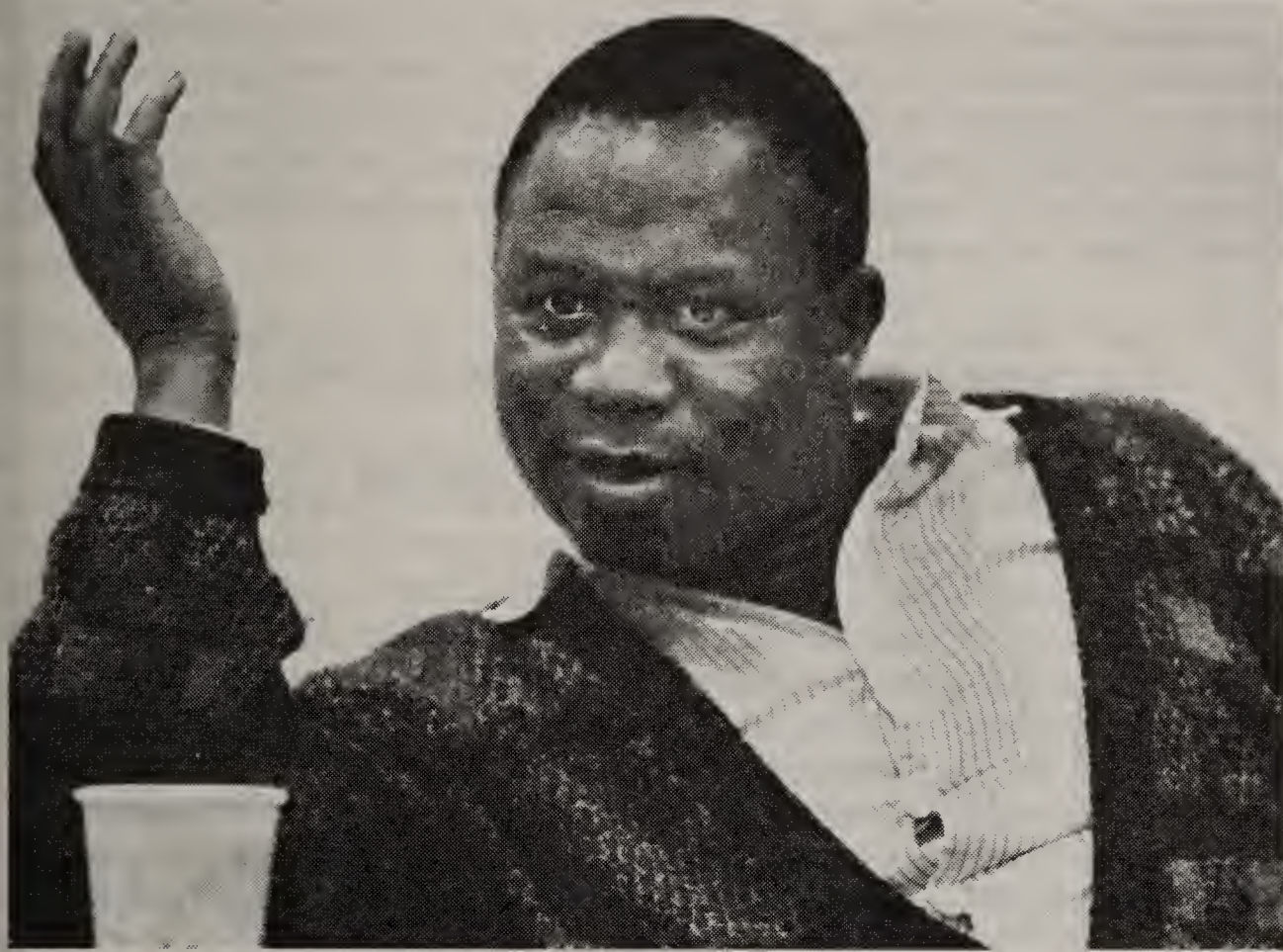
Admission to the M.A. in Marriage, Family, and Child Counseling

Since the state license in Marriage, Family, and Child Counseling allows its holder to engage in private practice using psychotherapeutic and counseling techniques, candidates will be selected on the basis of experience, previous academic background, and maturity with regard to life experience and professional goals. Applicants to the Marriage, Family, and Child Counseling program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners on completion of the degree program. Any person who enrolls in a qualifying graduate degree program preparing for licensure as a marriage, family, and child counselor on or after January 1, 1990, is required to register as a trainee with the Board of Behavioral Science Examiners. The one-time registration fee is \$25. Further information regarding these requirements may be obtained by writing to the Board of Behavioral Science Examiners, 1021 O Street, Sacramento, CA 95814.

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS

Required courses for the counseling degree programs are listed below. Elective courses should be taken in addition to required courses to fulfill the total number of quarter units in the student's program. Electives must be selected in consultation with a faculty adviser. Up to 3 quarter units of Field Laboratory (305) may be included as elective units.

Note: Nine core courses are required for all counseling degree programs: 200, 212, 216, 218, 219, 220, 227, 231, and 275 (370 is required in place of 275 for Pupil Personnel Services).



Counseling Psychology student

Counseling Psychology (72 quarter units)

217, 312, 318, 319, 331A (two quarters), and nine electives

Counseling Psychology with an Emphasis in Health Psychology Students must complete all requirements for the 72-unit Counseling Psychology degree plus the Health Psychology required courses 291, 380, 381, 382, and 385 and four electives. 331H may be substituted for one quarter of 331A.

Counseling Psychology with an Emphasis in Pastoral Counseling Students must complete all requirements for the 72-unit Counseling Psychology degree. In addition, they must complete the requirements for the Pastoral Counseling Emphasis: 292, 295, and 336. Additionally, 298 and 316 are highly recommended.

Marriage, Family, and Child Counseling (72 quarter units)

211, 217, 311, 312, 315, 318, 319, 333 (three quarters), and five electives

Marriage, Family, and Child Counseling with an Emphasis in Health Psychology Students must complete all requirements for the 72-unit Marriage, Family, and Child Counseling degree plus the core Health Psychology courses 291, 380, 381, 382, and 385 (333 is substituted for 331H).

Marriage, Family, and Child Counseling with an Emphasis in Pastoral Counseling Students must complete all requirements for the 72-unit Marriage, Family, and Child Counseling degree. In addition, they must complete the requirements for the Pastoral Counseling Emphasis: 292 and 336. If a student desires certification by the American Association of Pastoral Counselors *in addition to* qualifying for the California MFCC license, a minimum of 3 units of CPSY 336 (Pastoral Practicum) is necessary.

MASTER OF ARTS IN COUNSELING

The degree of Master of Arts in Counseling is specifically designed for one of four areas: (1) Pupil Personnel Services, (2) Health Psychology, (3) Pastoral Counseling, or (4) General Emphasis. This degree prepares students to counsel in public and private schools, community colleges, community agencies, hospitals, private clinics, religious settings, and industry. The degree *does not* meet the content areas for the California State License in Marriage, Family, and Child Counseling.

A minimum of 51 quarter units is required for the Master of Arts in Counseling. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as 9 additional quarter units may be required. Courses are selected by the student and adviser with the ultimate goal of the student in mind. Courses to be included in the student's program are listed on pages 44–45. Persons accepted for the M.A. in Counseling will choose one of the four emphasis programs described below.

Emphasis in Pupil Personnel Services

Ruth E. Cook (*Director*)

The Emphasis in Pupil Personnel Services is for students wishing to counsel at the elementary or secondary level in the public or private school system. The program is designed to meet the requirements for the California state counseling credential. The pupil personnel services credential may be earned with or without earning the Master of Arts degree. The program endeavors to prepare students to meet the current challenges of guidance specialists through courses in individual, group, and family counseling; testing; guidance principles and procedures; career counseling; understanding of contemporary issues in education; practicum; and carefully selected electives.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 213 Bannan Hall.

Internship Pupil Personnel Credential

Students who have successfully completed 6 quarter units of graduate work in the counseling program and have passed the CBEST test may be eligible to

apply for the internship pupil personnel credential. This California state credential authorizes the intern to be hired as a counselor in the public schools. Students will be expected to complete all requirements in the Pupil Personnel Credential program within two years. During this time, the intern will be closely supervised by the hiring school district and the University. Interested students should contact their district's director of guidance and the University program director.

Note: Due to new state of California requirements, a revised Pupil Personnel Services program will be implemented in the 1991-92 academic year.

Emphasis in Health Psychology

Dale G. Larson (*Director*)

The Emphasis in Health Psychology program at Santa Clara University offers a concentration in health psychology within the counseling degree programs. The Health Psychology Emphasis program focuses on applications of psychology to issues of health and disease at individual and societal levels. Course work concentrates on the development of knowledge and practical skills in the following areas: maintaining and promoting personal health; preventing disease; exploring the individual and social contexts of health problems; counseling healthy and ill individuals regarding health-related problems and issues; organizing and leading patient and staff support groups; and addressing interpersonal issues in health care settings.

The program is designed for individuals with combined interests in health and counseling and is appropriate for people working in occupational and physical therapy, nursing, hospice, health promotion programs, employee assistance programs, and other settings in which health is a professional concern.

The Health Psychology Emphasis is available to students in three master of arts program options: Counseling with an Emphasis in Health Psychology (51 quarter units); Counseling Psychology with an Emphasis in Health Psychology (72 quarter units); and Marriage, Family, and Child Counseling with an Emphasis in Health Psychology (72 quarter units). The 72-quarter-unit options provide a greater depth of training in counseling theory and skills and can allow the student to meet all the academic requirements for the California State License in Marriage, Family, and Child Counseling.

Emphasis in Pastoral Counseling

Brian P. Hall (*Director*)

The Emphasis in Pastoral Counseling is designed to meet the professional needs of ministers, priests, rabbis, directors of religious education, and youth ministers, as well as graduates from accredited colleges who aspire to work within a church setting and wish to specialize in pastoral counseling or develop pastoral skills in this area.

The Pastoral Counseling emphasis is available to students as either the Master of Arts in Counseling (51 quarter units) or the Master of Arts in

Counseling Psychology (72 quarter units) or the Master of Arts in Marriage, Family, and Child Counseling (72 quarter units). The 72-unit option provides a greater depth of training in counseling theory and skills and can allow the student to meet all the academic requirements for the California State License in Marriage, Family, and Child Counseling.

The pastoral emphasis programs are ecumenical in nature and follow the required academic and counseling supervision guidelines of the American Association of Pastoral Counseling.

Each student is expected to have adequate background in Scripture and theology. When this is not the case, the student must take up to three courses from the graduate program in the Department of Religious Studies (College of Arts and Sciences). Pastoral counseling students are allowed to take subjects as electives from the Religious Studies graduate program after consultation with their adviser.

All students in the Pastoral Counseling program are required to complete a pastoral ministry project that substitutes for the comprehensive examination required in all other counseling programs. Students design their own project with a faculty director who oversees the project and supervises actual work in a pastoral situation. The project results in a written paper that integrates pastoral practice with the individual's own faith tradition.

The pastoral ministry project is open to students in all Counseling Psychology programs. It includes group experience in spiritual direction as well as the project. Interested students should consult with the program director for further information.

Note: Those wishing to take the 72-quarter-unit Pastoral Counseling emphasis and also to earn the MFCC license may need to take an additional 9 quarter units. To satisfy certification requirements for the American Association of Pastoral Counselors, a minimum of 3 units of CPSY 336 (Pastoral Ministry Seminar) must be completed while the student is enrolled in 9 units of CPSY 333 (Marriage, Family, and Child Practicum).

General Emphasis

Kenneth E. Blaker (*Director*)

Students who desire a 51-quarter-unit Master of Arts degree with an emphasis other than Pupil Personnel Services, Health Psychology, or Pastoral Counseling may develop a *general* program in close consultation with the program director. The student and program director create a contract listing the courses and units that will culminate in an M.A. in Counseling. Students must adhere to the contract in their course selections and successfully complete the comprehensive examination **in addition to the nine core courses**.

Counseling (51 quarter units)

Pupil Personnel Services Credential CPSY 217, 226, 266, 300, 307, 330 (two quarters), and Education 370. Students obtaining the Pupil Personnel Services

Credential will be expected to demonstrate or achieve basic computer competencies.

Emphasis in Health Psychology 318, plus the Health Psychology courses 291, 380, 381, 382, 385, and 331H. One elective can be selected in consultation with the program director.

Emphasis in Pastoral Counseling 292, 295, 318, and 336 (3 units)

General Emphasis 307 or 318, 312, 331 (two quarters), and four electives selected in consultation with the program director

The following information applies to students in all counseling programs:

Academic Performance Students must maintain at least a 3.0 grade point average throughout the degree program. A grade point average of 3.0 or higher is required in courses 200, 219, and 227 for continuation in the program irrespective of grades earned in other courses.

Sequence of Courses CPSY 200, 218, 219, and 227 must be taken during the first nine courses of study. CPSY 219 has pre-group as a prerequisite, and the student is urged to enroll in pre-group within the first two quarters. Practicum should be taken after sufficient course work is completed to make it a meaningful undertaking and should, therefore, occur in the last half of a student's program. Course work in preparation for practicum should include all nine core courses. If a student intends to qualify for the California State License in Marriage, Family, and Child Counseling, (s)he will need to complete three quarters of MFC Practicum (333), beginning the sequence in the fall quarter. Prerequisites for the MFC Practicum (333) include 311, 315, 318, and 319. Before beginning a practicum experience, the student must submit a certificate of insurance for malpractice to 213 Bannan Hall. Students wishing to gain experience in counseling prior to qualifying for a practicum are encouraged to enroll in 308 or 309, or Field Laboratory (305). Students should note those courses that have prerequisites and plan accordingly.

Mandatory Pre-Group Experience Psychology of Group Counseling (219) is required of *all* counseling students. The prerequisites for 219 are 200, 218, and a small pre-group experience that should be completed during the first year of study. Pre-groups are conducted on campus by professional leaders (and advanced student assistants); are interpersonally oriented and ungraded; and are designed to facilitate personal growth and exploration as well as the experience of the small-group process. The directed group experience is an opportunity to cope with individual issues that promote or inhibit counseling skills. Groups are offered each quarter.



Pre-group session for all Counseling Psychology programs

Spiritual and Personal Development Selected courses in the Pastoral Counseling Emphasis program are available to students in all Counseling Psychology programs who are interested in spiritual and personal development. Enrollment in 292, 295, and the Pastoral Ministry Seminar (336) is possible for all interested students. See the Pastoral Counseling Emphasis program director for further information.

Ethical Principles The Counseling Psychology faculty and staff adhere to the "Ethical Principles of Psychologists" as adopted by the American Psychological Association. These ethical principles include the following areas:

1. Responsibility
2. Competence
3. Moral and legal standards
4. Public statements
5. Confidentiality
6. Welfare of the consumer
7. Professional relationships
8. Assessment techniques
9. Research with human participants
10. Care and use of animals

A copy of the "Ethical Principles of Psychologists" is available in the Office of the Dean, 226 Bannan Hall.

Self-Disclosure Preparing oneself to become a professional counselor requires disclosure of personal thoughts and feelings on a deeper level than in other courses of study. As part of the educational process in the counseling program, students will be expected to engage in exercises and activities that require written or oral personal communication. Although the effectiveness of counseling training depends on students' willingness to participate in a self-disclosing manner, individuals will determine their own level of self-disclosure.

Comprehensive Examination A written comprehensive examination will be given during the last quarter of study (summer session excluded) or after all required courses have been completed, with the exception of practica. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. If needed, a second opportunity will be given to perform satisfactorily on the comprehensive examination. Passing the comprehensive examination is prerequisite to obtaining the Master of Arts degree.

Students in the Pastoral Counseling Emphasis program must submit a final project instead of the comprehensive examination.



Pat Moretti, M.A.
Internship/Practicum Coordinator

COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for Education students are listed separately (see pages 66–73); some courses are cross-referenced with Education.

200. *Psychology of Interpersonal Communications*

The theory and process of interpersonal communication, with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem solving, and conflict resolution. These skills are fundamental for more advanced counseling and therapeutic techniques and have a wide application wherever effective communication is desired. (3 units)

211. *Human Sexuality*

Introduction to the physiological and psychosocial role development of human sexuality, along with sexual response and various forms of sexual expression. Laws and ethics regarding sexual expression; sexual dysfunctions and treatment based on the work of Masters, Johnson, and Kaplan. (3 units)

212. *Psychology of Relationships*

Study of the dynamics of interpersonal relationships in the family, couples, and educational and work environments. Includes traditional and nontraditional relationships. (3 units)

216. *Psychology of Human Development*

A developmental approach to the human life cycle from childhood through adulthood, with focus on significant transitions and passages. Includes coping with change in the personal, social, and transpersonal domains and how it has an impact on human growth and development. (3 units)

217. *Social Learning Theory*

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of

reinforcement theory to behavioral control and analyses in the classroom, family, and marriage. (3 units)

218. *Foundations of Psychotherapy and Personality*

A comprehensive review of fundamental concepts in counseling theory, psychopathology, and personality theory with special emphasis on family and relationship dynamics. Trait-factor, gestalt, psychoanalytic, cognitive, and perceptual-phenomenological theory and technique are explored. (3 units)

219. *Psychology of Group Counseling*

Introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership. *Enrollment limited. Prerequisites: 200, 218, and a pre-group experience.* (3 units)

220. *Research Methods*

Fundamentals of research and statistics in analyzing counseling and education. Emphasis on the review and interpretation of research literature, particularly in the areas of child development and psychotherapy, techniques used with exceptionality, as well as marital and family therapy. Discussion of formulations of research proposals and theses. (3 units)

226. *Principles and Procedures in Guidance*

Pupil personnel services, concepts, and procedures, such as staff roles and functions, community resources, professional ethics, and legal aspects of pupil personnel services. The use of data processing in education, particularly in pupil personnel services. *To be taken prior to 330. Prerequisite: 200.* (3 units)

227. *Counseling Process and Problems*

Intensive focus on the development of individual counseling skills through readings, discussion, and experiential exercises. Students gain experience both as counselor and client and receive feedback on skill development. *Prerequisites: 200 and 218.* (3 units)

231. *Psychology of Differences*

Study of the characteristics, research findings, service agencies, educational provisions, vocational implications, and personal and family adjustments of individuals reflective of the diversity in today's society. (3 units)

264. *Object-Relations Theory: A Developmental Model of Psychotherapy*

An introduction to the central ideas of the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. Reading from the British school (Klein, Fairbairn, Winnicott) and American (Kernberg, Ogden, Kohut) blended with clinical material. *Prerequisite: 218.* (3 units)

266. *Counseling the Adolescent*

Viewing the adolescent from a developmental, sociological, and psychological dimension, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. *Prerequisite: 200.* (3 units)

275. *Ethical and Legal Issues in Counseling*

Professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice are addressed through an understanding of values as a method of critical thinking and behavioral analysis. Students confront such issues as confidentiality, clients' rights, mediation, and child abuse. (3 units)

280. *Psychology of Aging and the Family*

Theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family. Course integrates the psychology of aging and the dynamics of intergenerational families into practical counseling models for individual, family, and group therapy. *Prerequisite: 200.* (3 units)

282. *Gestalt Therapy for Individuals and Couples*

Designed to acquaint students with the theory and techniques of Fritz Perls and the Gestalt school. Emphasis on applications to family, individual, and couple counseling. (3 units)

291. *Counseling the Terminally Ill and Family*

Overview of skills, strategies, and situations that will prepare students for working with patients and families facing life-threatening illness, as well as with clients dealing with loss, grief, and death anxiety, including specific counseling skills, grief, coping, and the philosophy and practice of hospice care. *Prerequisite: 200.* (3 units)

292. *Religion and Psychology*

The historical development of the relationship of religion to psychology. Development of the field of pastoral counseling. Study of recent integrative models of psychology and religion such as Fowler and Kelsey. Examination of the psychological dimensions of religious experience as it contributes to a holistic understanding of the human person. (3 units)

295. *Pastoral Group Practicum*

Taken in the second quarter of the student's practicum year. On-site group supervised experience in local churches or an equivalent setting. Students direct spiritual development growth groups for eight two-hour sessions that utilize value- and faith-related instrumentation with

the client populations. Students must be flexible in the amount of time they give to the course. Seminars and special case sessions in addition to the supervised experience. Required for Pastoral Counseling Emphasis students; open to all students who have completed CPSY 219 and 292. (3 units)

298. *Psychology and Spirituality*

A comparative study of various Eastern and Western themes and schools of spirituality. In-depth exploration of the implications and relationship of these views to counseling psychology. The nature of the human person and criteria for assessing a person's spiritual-psychological health and growth; stages of development; teachings on how to guide or work with another; and views on such themes as authentic love, humility, guilt, and discernment. (3 units)

300. *Career Development and Life Planning*

Examination of life styles and methods for providing vocational and educational guidance across the age span. The relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.) and techniques for assisting the client in effective use of educational and occupational information in decision-making. (3 units)

303. *Cognitive Therapy*

The theoretical assumptions of cognitive therapy. Examination of the works of cognitive theorists such as Beck, Ellis, Maultsby, and others. Emphasis on development of the skills needed to practice cognitive therapy. Students work with each other as counselor and client in developing these skills. *Prerequisites:* 200 and 218. (3 units)

305. *Field Laboratory*

Outside training and experience related to the student's professional goals. A description of the training and permission from the 305 coordinator must be obtained before registering for these

units. Three quarter units are allowed. Permission is granted *only* on a proactive basis. Retroactive experience is not eligible for credit. Approximately 40 hours of involvement are required for each unit of credit, i.e., 3 units equals 120 hours of work. Permission is absolutely mandatory and must be obtained during the term *prior* to registration. (1–3 units per term; \$45 per unit)

307. *Measurement and Evaluation*

The theory and practice of standardized test development and testing procedures, applications and limitations of standardized tests, and techniques of administering and interpreting group tests. (3 units)

308. *Wilson Center Field Experience*

Weekly seminars for developing and practicing basic counseling skills, with videotape feedback. On-site, one-way mirror observation of family and child counseling sessions, with professional staff discussing aspects of the counseling observed after each session. Excellent opportunity for students to become involved in counseling early in the program before taking practica. *Prerequisite:* 200. (3 units)

309. *Field Experience*

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Prerequisite:* permission of adviser. (1–6 units)

310. *Independent Study*

Supervised research initiated by the student. *A proposal must be submitted and approved by a faculty adviser prior to registration.* Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty

adviser. Full-time faculty are preferred advisers. With program director's approval, an adjunct faculty member may serve as adviser. (1–6 units)

311. *Psychology of Marriage Counseling*

Methods of premarital, marital, sexual, and divorce counseling. Role playing. Extensive reading and writing requirements. *Prerequisites: 211 and 227.* (3 units)

312. *Counseling for Contemporary Problems*

Assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, substance abuse and addiction, domestic violence, victims of violent crime, and suicide. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions used in dealing with clients, their families, and involved community agencies and resources. *Prerequisite: 200.* (3 units)

313. *Psychodrama*

The theory of psychodrama applied to a variety of counseling situations. Spontaneity, role-reversal, doubling, sociograms. Students gain experience by participating in psychodrama. *Prerequisite: 200.* (3 units)

315. *Advanced Seminar in Family Counseling*

For students in the MFC program and others preparing for MFCC licensing. Examination in greater depth of the systems approaches presented in 212. Introduction to various strategies and procedures appropriate to working with families. Opportunity to practice counseling skills with simulated families. *Prerequisites: 212 and 227.* (3 units)

316. *Therapeutic Use of Imagery and Symbol*

Clinical training in the principles and practices of guided imagery used to access inner resources for insight, emotional and physical healing, and the higher realms of creativity. Emphasis is on the skill of guiding others and facilitating useful interpretations of the client's powerful imaginal world. *Prerequisite: 227.* (3 units)

317. *Therapeutic Interventions with Children*

Exploration of how children communicate and various methods of communicating with children, verbally and nonverbally. Examination of therapeutic interventions within the context of the relationship of the child and the therapist. Students are required to complete specific assignments demonstrating therapeutic interventions. (3 units)

318. *Clinical Assessment I**

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior. Traditional DSM III diagnostic areas of neurotic behavior, psychosis, affective disorders, psychophysiological disorders, and other abnormal life-style patterns. *Prerequisite: 218.* (3 units)

319. *Clinical Assessment II**

Continuation of 318. Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan as well as sources of error judgment and how these errors are minimized. Designed to acquaint counselors with the use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. *Prerequisite: 318.* (3 units)

*Students who must complete both Clinical Assessment I and II should enroll in sequential quarters in order to have the same instructor.

330. Counseling Practicum: In School

Supervised field experiences in educational, vocational, and personal guidance, stressing the use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. Prerequisites: 219 and 226. To be taken during the final two quarters of a student's program. By permission only.* (3 units)

331A. Counseling Practicum: Agency

Field experience. Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a licensed supervisor of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only. Must begin in September.* (3 units per term)

331H. Counseling Practicum: Health Psychology

Field experience in health psychology. Students engage in health psychology-related work (e.g., research, counseling, health promotion) at a practicum site. By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. (3 units)

333. Counseling Practicum: Marriage, Family, and Child

Supervised field experience designed specifically to meet California MFCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *Prerequisites: 311, 315, 318, 319, and permission of instructor.*

Must begin in September. (3 units per term; 9 units required)

336. Pastoral Ministry Seminar

Taken over three quarters during practicum internship year. Attendance at a weekly case seminar to discuss the theological and pastoral implications of current counseling cases. Enables integration of students' personal spiritual journey with their ministry and faith orientation. Completion of the Pastoral Ministry Project in the third quarter as partial requirement for graduation in pastoral counseling. *Prerequisites: permission of instructor; attendance for three consecutive quarters.* (3 units)

380. Behavioral Management of Health

A biopsychosocial approach to health problems, including cancer, heart disease, eating and sleep disorders, pain and headaches, and obesity. Psychosocial factors in the etiology and maintenance of these health problems, health psychology assessment techniques, staff and patient support group development and facilitation as well as psychosocial treatment and prevention programs. Each student develops special expertise in one of these or other health problems. (3 units)

381. Promotive Health Psychology Practices

Introduction to health psychology theory, research and practice related to promotive health practices. Patient education, social support, holistic medical and self-care interventions, healthy and unhealthy life styles, nutrition, prevention, health locus of control, and health promotion in the workplace. (3 units)

382. Intercultural Health Psychology

Investigation of current and historical health models to assist the practitioner in relating to clients of different cultural backgrounds with their unique concepts of health, healing, and illness. The contributions of Asian, African, Latin American, and Native American traditions, as

well as Western European traditions. (3 units)

384. *Alcohol Problems in Perspective*

An orientation to the biological, psychological, and sociocultural issues surrounding cause, process, and nature of alcohol problems. Theories of the definition and etiology of chronic alcoholism; relationships between the individual, the family, and the social environment in the formation of drinking patterns and problems; the meaning of alcoholism as it is experienced differently among women and men, in the family context, and in ethnic or minority problems; and current approaches to the treatment and prevention of alcoholism. (3 units)

385. *Stress and Stress Management*

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention to methods and programs to assess as well as alter chronic stress. Emphasis on psychosocial factors in the etiology, maintenance, and modification of stress, along with biochemical/psychological processes. Intervention methods are demonstrated and practiced. (3 units)

389. *Advanced Group Counseling*

For students who have completed course 219 and wish advanced training in group-leadership procedures. Focus on practices of group therapy and on the complexities of the transference/countertransference of issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role playing, and hands-on practice. Recommended for students who expect to do group counseling and therapy in their post-master's employment. (3 units)

390. *Advanced Seminar in Couples Therapy*

Specifically designed to help students conceptualize and plan treatment for couples from a variety of theoretical

perspectives. Stress on issues of co-therapy, structured and nonstructured interviewing, transference and countertransference, and family of origin. Numerous demonstrations of clinical material. Class participation in problem-solving couples' difficulties. Examination of divorce issues and alternative life styles. *Prerequisite: 311.* (3 units)

391. *Hypnotic Techniques in Counseling and Therapy*

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Stress on ethical utilization. Exploration of both traditional and indirect hypnosis. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. *Approved by the Board of Behavioral Science Examiners for MFCC practice. Prerequisite: 200.* (4 units)

392. *Dreamwork and Depth Psychology*

Application of psychoanalytic concepts of projection, resistance, reaction-formation, unconscious motivation, the shadow, persona, etc., to situations within and outside the traditional clinical milieu. Dream interpretation theory and the clinical use of dream interpretation using psychoanalytic, gestalt, and Jungian methods. Related topics on folklore, fairy tales, advertising, nuclear anxiety, and symbolic interpretation may be covered. (3 units)

393. *Counseling Psychology Applied to Business and Industry*

Overview of how to adapt counseling psychology attitudes and skills to the corporate milieu. Focus on corporate culture, management, training, employee relations, and trends toward humanizing business and industry. *Prerequisite: 200.* (3 units)

399. Thesis

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal

sources of knowledge. Format should follow that established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the dean of the Division of Counseling Psychology and Education. (3-6 units)

EDUCATION PROGRAMS

TEACHER EDUCATION PROGRAM

Joyce E. King (*Director*)

The Teaching Credential program is designed to meet California state credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act, the Hughes-Hart Reform Act of 1983 (SB-813), and the Teacher Education Bergeson Act of 1988 (SB-148). Santa Clara University is approved by the Commission for Teacher Credentialing to recommend qualified candidates for the multiple-subject (essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential.

It is the aim of the Teacher Education program at Santa Clara University to develop teachers who demonstrate excellence in both the theory and practice of teaching and who contribute positively to the growth in knowledge, competence, imagination, social responsibility, and self-esteem of children and adolescents of all abilities and backgrounds.

Basic Teaching Credentials

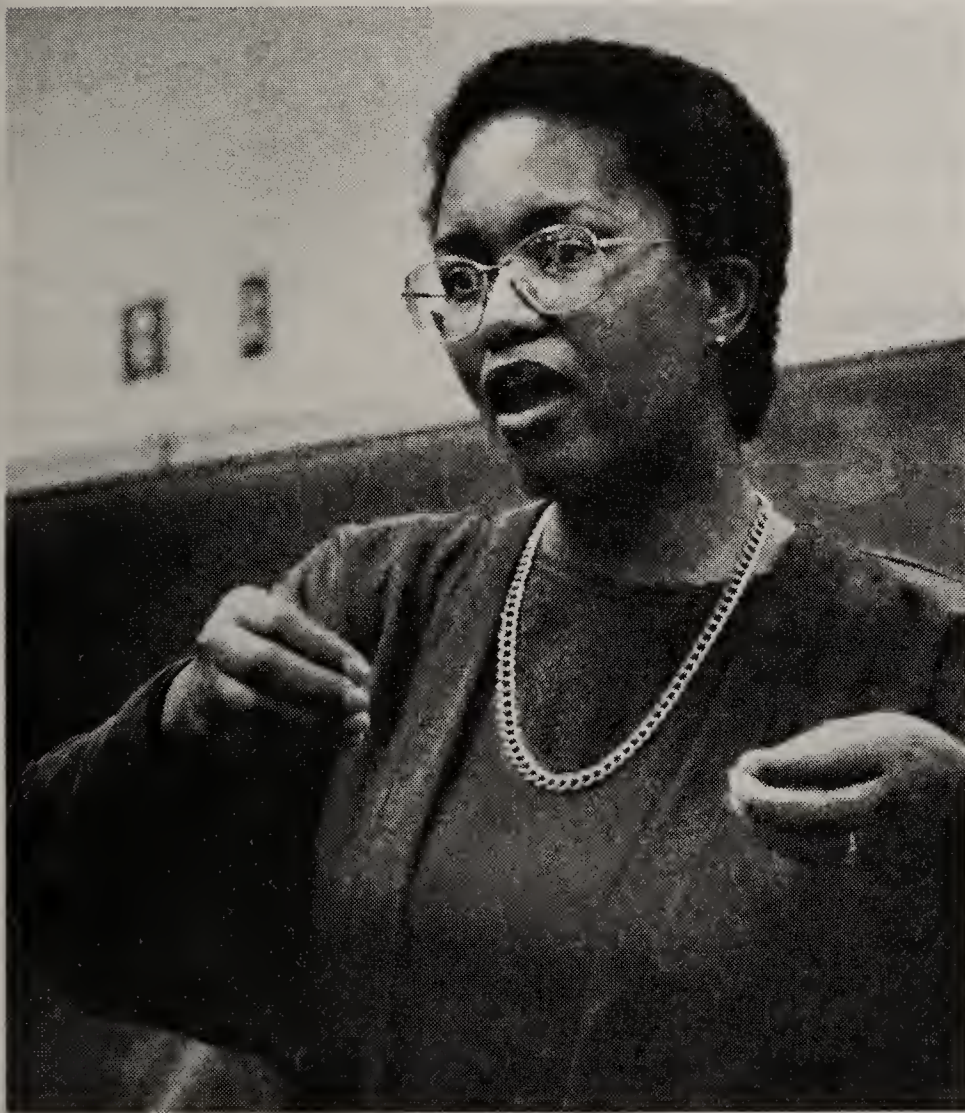
Multiple-Subject Teaching Credential This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools). The academic major for undergraduates at Santa Clara who plan to obtain this credential is the Multidisciplinary Studies/Pre-teaching program. This major includes course work in four subject areas: English and communication skills; mathematics and physical and life sciences; social sciences; and humanities and fine arts. Students who have not completed this program must pass a multiple-subject exam (the Core Battery of the National Teacher Exam) in order to verify subject matter competence.

Single-Subject Teaching Credential This credential is for those who plan a teaching career in junior high or senior high schools in particular subject areas. California teaching credentials are available in the following subject areas: agriculture, art, business, English, government, health science, history, home economics, industrial arts, languages, life science, music, physical education, physical science, and social science.

Ten single-subject, approved academic majors are offered at Santa Clara: biology, chemistry, combined sciences, English, history, physics, political science, French, German, and Spanish.

Students who do not complete one of these approved programs or who wish to obtain a credential in an area for which Santa Clara does not have an approved program must pass a subject area exam (National Teacher Exam) in order to verify subject area competence. Information regarding the National Teacher Exam is available in the Division Office, 213 Bannan Hall.

The learning handicapped and administrative services credentials and the resource specialist certificate require that the person first hold either a multiple- or single-subject credential.



Joyce E. King, Ph.D.
Associate Professor in Education

Minimum Requirements

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution; (2) completion of an approved program of professional education, including student teaching; (3) completion of a state-

approved subject area major or passage of a subject area exam (in the area one plans to teach); (4) demonstration of a knowledge of the various methods of teaching reading by completion of course work or passage of an approved examination; and (5) passage of the California Basic Educational Skills Test (CBEST).

A clear teaching credential may be earned by meeting the minimum requirements plus the additional requirements of a fifth year of study, approved courses in health education and computer education, a course in teaching children with exceptional needs in the regular classroom, and course work or an exam on the provisions and principles of the U.S. Constitution.

Required courses in health education and computer education are offered through the Division's continuing education program. Students are encouraged to complete *approved* course work in health education and the U.S. Constitution *prior* to enrolling in the credential program.

Effective February 1, 1983, the Commission on Teacher Credentialing will not initially issue any credential, permit, certification, or renewal of an emergency credential unless the applicant has passed the CBEST.

For further information, contact the Division Office or the commission in Sacramento.

Pre-service Credential Program

The Pre-service Credential program is a full-time, 45-quarter-unit program for prospective multiple-subject teachers (elementary grades) and single-subject teachers (junior and senior high). The program includes graduate course work in educational foundations, curriculum design, teaching methods, supervised student teaching, and an experiential immersion in a culturally diverse setting. Candidates have the opportunity to work in and out of the classroom with students from diverse cultural and ethnic backgrounds as well as with students with exceptional needs.

The Pre-service Credential program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences:

Directed Teaching Education 306A, 320, 321, 322, 323, 325. This sequence provides teaching and learning experiences in the classroom and in community settings (first in an immersion experience, next as a teaching assistant, and then as a student teacher), coupled with a weekly seminar at the University.* Education 323, taken concurrently with 322, provides training in teaching students with exceptional needs in the regular classroom. *A passing grade, equivalent to a B, is required for Education 321 and 322.* Students must travel to and from the University and student placements in the greater San Jose area. Therefore, access to a car is recommended.

*Because of the nature of the required immersion experience, students enrolling in the Directed Teaching sequence must be available for full participation during the first two weeks of September.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 213 Bannan Hall.

Foundations of Education Education 249, 250, 251, 252. This sequence draws from the disciplines of philosophy, psychology, sociology of education, and curriculum development and includes training in interpersonal/cross-cultural communication skills.

Teaching of Reading Education 283, 286 or 287, 288. This sequence consists of courses in reading and literature appropriate to the age level one plans to teach.

Most students complete the Pre-service program as a fifth year of study, although students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program in their senior year. In such cases, an additional 45 quarter units of an approved program must be completed within five years to obtain a clear teaching credential.

In special circumstances, and with prior approval, the Pre-service program may be completed in two years. Although this option is available to students, the one-year plan is more highly recommended as it provides greater continuity and a sharper focus of energies.

In-service Credential Program

The In-service Credential program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual, which includes demonstrated competency in teaching in diverse cultural settings, will be prepared in consultation with the director of Teacher Education. The design of the program will be determined by consideration of past course work, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of the requirements for a basic clear teaching credential. When all requirements in the Santa Clara professional preparation program have been met, students in this program may apply course work in a specialist program or a Master of Arts degree program toward completion of the clear teaching credential. The program may be completed on a part-time basis. Applicants are accepted during any quarter. Consult the program director for advisement about the schedule of course offerings. Teacher Education courses are offered in sequence and are not offered each quarter.

All persons considering application to the In-service Credential program must first have a credential consultation with Julie Malvey, director of continuing education. Contact the Division of Counseling Psychology and Education (408-554-6801) to make this arrangement. There is a \$35 charge for this service.

Candidates who are interested in working concurrently on their basic teaching credential and special education credentials should contact both the director of Teacher Education and the director of Special Education.

Admission Requirements for Credential Programs

Admission requirements for the credential program are as follows:

1. An overall grade point average of 2.75, with a 3.0 in the academic major
2. A positive attitude toward the teaching profession and its responsibilities
3. Demonstrated competence in reading, writing, and speaking English as attested to by course work, a recently written paper, or a recommendation from the applicant's major adviser
4. Absence of criminal conviction that would preclude the issuance of a teaching credential
5. Letters of recommendation from
 - a. at least one professor from the student's major field, preferably the student's adviser
 - b. a teacher who has supervised the student's practicum work in elementary or secondary school (in-service candidates who have had teaching experience must submit two letters from principals and/or supervisors)
 - c. an employer or professional colleague who is well acquainted with the student's skills in working with youth
6. Verification of successful practicum work and/or experience with children or youth groups
7. Interviews with the director of Teacher Education and other faculty members
8. A written statement, which may be completed at the time of the interview, that reflects the candidate's personal philosophy of education and commitment to the teaching profession (In-service candidates will additionally be asked to summarize their goals for continuing their professional education at Santa Clara University)
9. Submission of recent GRE or MAT scores and CBEST scores

Note: It is highly recommended that applicants complete the subject matter requirement either through a waiver degree program or by passing the NTE before beginning a credential program.

SPECIAL EDUCATION PROGRAMS

Ruth E. Cook (*Director*)

The Special Education programs prepare graduate students to work in a variety of settings with individuals who exhibit learning problems. Instruction includes a sound introduction to theories of behavior and learning, methods of educational diagnosis, and implementation of remedial teaching techniques. Individual attention, as well as consideration of past experiences and/or prior course work, is given to each entering graduate student.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 213 Bannan Hall.



Ruth E. Cook
Associate Professor in Education

Master of Arts in Special Education

This program is composed of ten core courses in special education and counseling. Five pertinent additional courses are selected in consultation with an adviser to complete the required 45 quarter units. Students who elect this course of study are pursuing careers concerned with exceptionality in a variety of occupational areas such as physical therapy, nursing, speech therapy, geriatrics, or community college teaching.

Requirements

Education 240, 241, 242, 247, and 309

Counseling Psychology 200, 217, 220, and 231 (or equivalent)

Master of Arts in Special Education and Specialist in Learning Handicapped Credential

This program is composed of 45 quarter units of study in special education, other areas of education, and counseling psychology. Students selecting this program must hold or be eligible for a valid California basic teaching credential. The program has been approved by the Commission for Teacher Credentialing; eligible graduates receive the learning handicapped specialist credential.

Requirements

Education 240, 241, 242, 247, 248, 309, 332, and 350

Counseling Psychology 200, 212, 217, 220, and 231 (or equivalent)

Specialist in Learning Handicapped Credential

This program is designed for those applicants who have completed course work elsewhere and need to have this work evaluated in terms of eligibility for the learning handicapped specialist credential.

Requirements

Determined by evaluation and individual need

Internship in Learning Handicapped Credential

Students eligible for admission into the Special Education program may also be eligible to apply for the Internship Specialist in Learning Handicapped Credential. This credential allows students to be hired by public school districts to fill positions as learning handicapped special day class teachers while completing their course work. Students are expected to complete all course work within two years. During this time, interns are closely supervised by the hiring school districts and the University. Interested students should contact district directors of special education and the University program director.

Courses for Special Education Programs

Courses for the Special Education programs are selected from the following:

Education 240, 241, 242, 247, 248, 309, 332, 340, and 350

Counseling Psychology 200, 212, 217, 220, and 231

Note: Students in all Special Education programs will be expected to demonstrate or achieve basic computer competency.

Clear Resource Specialist Certificate of Competence

This program is designed for current special education teachers who wish to obtain the Clear Resource Specialist Certificate of Competence. To be eligible

to enter the program, an applicant must possess a valid California special education credential and be an experienced teacher.

Requirements

Education 247, 305, 332, 349, and 351
Counseling Psychology 217

EARLY INTERVENTION SPECIALIST

Ruth E. Cook (*Director*)

This program emphasis is being developed. Contact Dr. Ruth Cook for information (408-554-6801).

PUPIL PERSONNEL SERVICES PROGRAM

For information concerning the Pupil Personnel Services Credential program, see pages 42–43.

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION

Joyce E. King (*Director*)

The Master of Arts in Interdisciplinary Education is a 45-quarter-unit program designed specifically for educators who wish to develop a wide range of competencies and experiences. It is especially suited to the professional classroom teacher who wishes a broader expertise in education. This program offers an interdisciplinary core of required courses selected from three major areas: Special Education, Counseling Psychology, and Educational Administration. Students must complete the required core courses (30 units) and elect an emphasis area in which to complete at least 9 additional quarter units from a recommended list. Other graduate courses may be taken as electives with the approval of the program director of that program. Students who have completed the fifth-year Teacher Education program at Santa Clara University may transfer 8 units of prior work (Education 249, 250, 251) into this master's program.

Requirements

Education 220, 240, 241, 242, 343, 366, 370
Counseling Psychology 200, 217, 231

Nine additional quarter units of elective course work in an emphasis area approved by the program director must be selected from graduate course

offerings in Special Education, Counseling Psychology, and/or Educational Administration. The following courses are recommended for emphasis in one of these program areas:

Special Education 247, 248, 332, 350

Counseling Psychology 212, 266 and/or 317, 216 and/or 300

Educational Administration 361, 363, 374, 423

MASTER OF SCIENCE IN TEACHING MATHEMATICS

David E. Logothetti (*Director*)

Prerequisites

Applicants to this program must have an undergraduate major in mathematics or a substantial minor (an elementary calculus sequence plus at least two upper-division mathematics courses).

Requirements

Mathematics 35 to 45 quarter units of approved upper-division or graduate mathematics courses, including Problem Solving (172); Advanced Topics for Secondary School Teachers (270, 271); and Master's Essay (290).

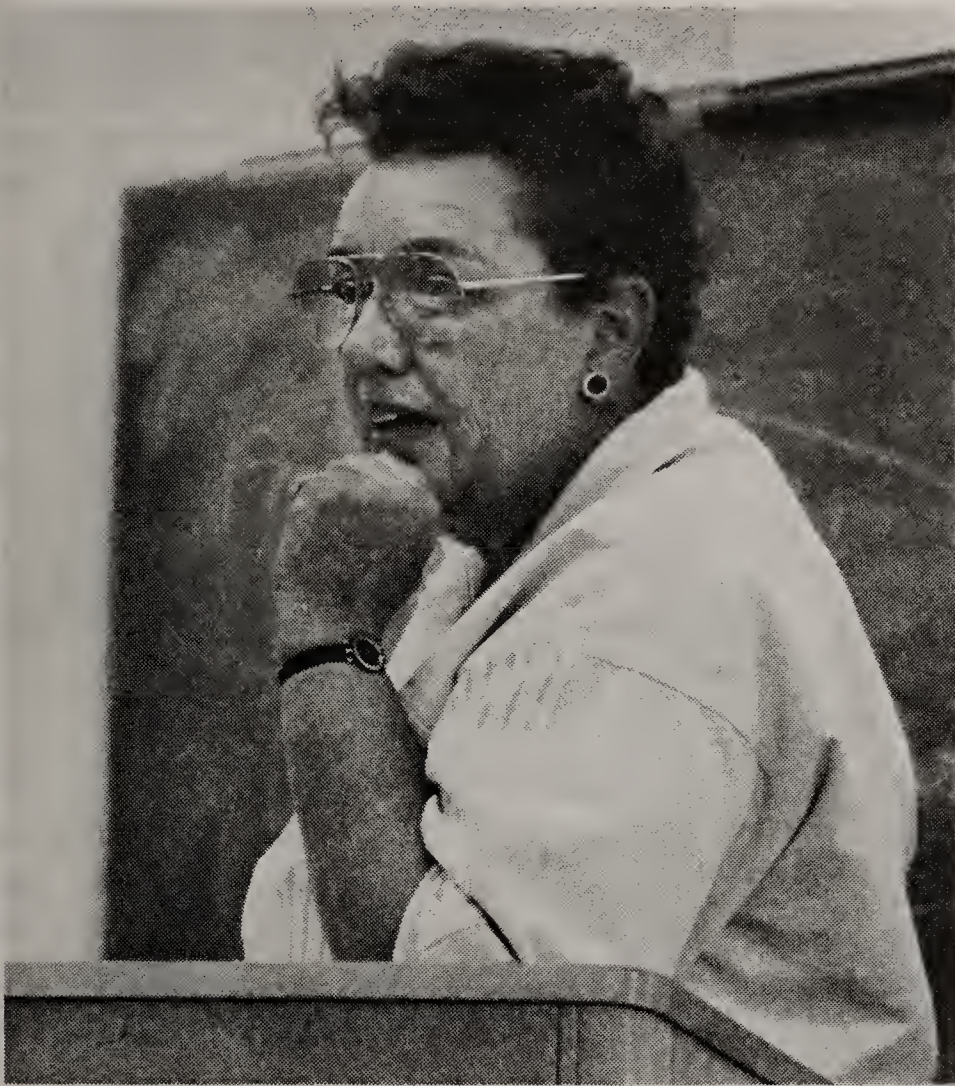
Education Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.

For further information and application materials, please write or call David Logothetti, Ph.D., c/o Mathematics Department, 1 O'Connor Hall, Santa Clara University, Santa Clara, CA 95053 (408-554-4525).

EDUCATIONAL ADMINISTRATION PROGRAM

Lee Mahon (*Director*)

As we approach the 21st century, no issue is more valid than the leadership of our schools. The goal of the Educational Administration program is to develop and train future administrators for elementary, secondary, and postsecondary public and private schools of our nation. The agenda is leadership. Leadership development must be a priority in order to support educational reform efforts and to bring about the level of change needed if schools are to remain viable socialization agents for the needs of the larger society.



Lee Mahon, Ed.D.
Lecturer in Education

Master of Arts in Educational Administration Preliminary and Professional Administrative Services Credentials

Preliminary Administrative Services Credential

The 45-quarter-unit program leading to the degree of Master of Arts in Educational Administration and an Administrative Services Credential consists of foundation courses in educational leadership, curriculum and instruction, and school services management. Core courses include governance and politics, legislation and finance, personnel practices, and school-community relations. Designed to provide sound theoretical as well as field-oriented experiences, the program places its emphasis on instruction by practicing school administrators. This concept for learning skills and competencies from those who are directly involved in school administration provides a uniqueness unlike most programs in educational administration.

Prerequisites

In order to obtain the California Preliminary Administrative Services Credential, a candidate must (1) hold a valid teaching or pupil personnel credential, (2) demonstrate three years of successful teaching or pupil personnel work, and (3) receive a passing score on the California Basic Educational Skills Test (CBEST).

Requirements

Education 360, 361, 362, 363, 364, 365, 366, 367, 371 (if applicable), and 374

Course work or the equivalent of course work in mainstreaming (special education)

Six additional units of elective work selected from graduate courses in education, counseling psychology, law, or business, including Independent Study, and approved by the program director

Internship Program

A specialized program designed to accommodate those students who have been or are appointed to an administrative position when they enter the program. They may also be required to have an Administrative Services Internship Credential.

Professional Administrative Services Credential

Recipients of an administrative assignment, upon graduating from an administration program, may apply for admission to the Professional Administrative Services Credential program. This 36-quarter-unit program, which is mandated by the state of California, recognizes and prepares imaginative and dynamic leaders for school administration. The program includes 12 units of field work, 8 units of colloquium and electives, 4 units of assessment, and 12 units of academic work.

Prerequisites

In order to obtain the California Professional Administrative Services Credential, a candidate must (1) hold an administrative position for a minimum of two years, and (2) complete an approved professional credential program.

Requirements

Education 400A, 400B, 401, 402, 403, 404, 405, 406, 407, and 408

Requirements for Master of Arts in Educational Administration

Education 360, 361, 362, 363, 364, 365, 366, 367, 371 (if applicable), and 374

Nine additional units of elective work selected from graduate courses in education, counseling psychology, law, or business, including Independent Study, and approved by the program director



Educational Administration Program students

School Business Management Certificate Program

The School Business Management Certificate program is a 30-quarter-unit program that provides an opportunity for certificated and classified personnel to develop a specialization in school business management, preparing them for positions in public and private school settings. It also affords the opportunity for superintendents and other administrators who wish to participate to develop a greater understanding of the business operations of a school district.

Admission to the program is open to all candidates who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of an interest in school business management.

Requirements

Education 420, 421, 422, 423, 424, 425, 426, 427, and 428

Certificate Program A School Business Management Certificate shall be awarded by Santa Clara University upon completion of 30 quarter units of required work.

Master's Degree Program Candidates wishing a Master's Degree in Educational Administration with an emphasis in School Business Management will be required to complete 30 quarter units in the School Business Management program plus Education 360, Educational Leadership (5 units); 366, School Community Relations (3 units); 374, Current Issues in Educational Administration (3 units); and 367, Practicum (4 units).

EDUCATION COURSE DESCRIPTIONS

217. Social Learning Theory

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage. (3 units)

220. Research Methods

Fundamentals of research and statistics in analyzing counseling and education. Emphasis on the review and interpretation of research literature, particularly in the areas of child development and psychotherapy, techniques used with exceptionality, as well as marital and family therapy. Discussion of formulations of research proposals and theses. (3 units)

233. Administrative and Counseling Aspects of Special Education

Exploration of legal, financial, and ethical basis of educating the handicapped from the viewpoint of administrators and counselors. Decision-making, placement alternatives, staff selection and training, record keeping, program evaluation, coordination of community resources, requisites for effective mainstreaming and use of paraprofessionals, consideration of parental rights and needs. (3 units)

240. Introduction to Learning Handicapped

Investigation of the field of learning handicapped in terms of function and dysfunction of the information-processing system for learning. Theories and

practices that have influenced the field. Examination of observable characteristics and indicators of system dysfunction. Lectures and observation/participation. (3 units).

241. Diagnosis and Prescription for Learning Handicapped

Designed to build competence in the educator as a consumer of clinical information. Students administer and interpret educational assessment instruments and learn how to synthesize their results with existing clinical information to build a clear behavioral picture of learning function and dysfunction in the learning handicapped individual. *Prerequisite: 240 or equivalent.* (3 units)

242. Intervention and Remediation for Learning Handicapped

Translation of relevant information into effective education programs for students with learning handicaps. Remedial methods and materials. Lectures and practical application. *Prerequisite: 241 or equivalent.* (3 units)

247. Systems for the Nonconventional Learner

Exploration of policy and procedure pertinent to the special education system in terms of standardized assessment, management, finance, laws, regulations, and other compliance requirements as they relate to nonconventional learners. Lectures and group discussions. (3 units)

248. *Language: Structure and Function*

Terminology, historical background, acquisition, etiology, and problems related to language disabilities in children. Specific attention to language assessment and intervention for the learning handicapped student. (3 units)

249. *Interpersonal/Cross-cultural Communication*

Focus on building effective interpersonal and cross-cultural communication skills and the application of these to teaching. *Required of all Pre-service Teacher Education students.* (2 units)

250. *Social Foundations in Education*

Examination of the philosophical and social bases of education and value questions that relate to psychology and curriculum. Designed to develop a carefully considered philosophy of teaching and learning. *Required of all Pre-service Teacher Education students.* (3 units)

251. *Psychological Foundations of Education*

Examination based on the disciplines of developmental and educational psychology of theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. *Required of all Pre-service Teacher Education students.* (3 units)

252. *Curriculum Foundations and Methods*

Focus on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students develop curricula appropriate for their directed teaching assignment using a diagnostic-prescriptive approach. *Required of all Pre-service Teacher Education students.* (6 units)

284. *Reading in the Elementary Schools*

The many aspects of the teaching of reading in the elementary schools, including an examination and critique of the more notable reading approaches, methods, and materials. Emphasis on diagnostic-prescriptive teaching of reading. (3 units)

285. *Children's Literature*

Exploration of literature written for children: history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation. (3 units)

287. *Reading in the Content Areas*

Exploration and understanding of language, reading, writing, and literature in the context of how children and adolescents learn, learn to read, and learn through language and reading. A survey of the approaches, methods, and materials used by single-subject teachers for reading instruction in the content areas and language facilitation throughout the curriculum. Emphasis on teaching and learning strategies. *Must be taken concurrently with Education 288.* (5 units)

288. *Literature in the Secondary School*

Selection, preparation, presentation, and use of adolescent literature by the content reader in the secondary school. Emphasis on the use of literature to increase student reading, comprehension, and language expression in the context of adolescent development and issues. *Must be taken concurrently with Education 287.* (1 unit)

305A. *Field Laboratory: General*

Supervised field work under direction of outside educational specialists. Focus on training and experience related to professional goals. *Prerequisite: permission of faculty member prior to registration.* (1–3 units; \$45 per unit)

305B. Field Laboratory: Resource Specialist Program

Supervised field work under the direction of a certified resource specialist. Focus on demonstration of the skills and knowledge necessary to function effectively in the resource specialist roles of consulting, coordination, parent education, staff development, in-service training. Implementation of laws, regulations, and other compliance requirements. *Prerequisite: acceptance into the Resource Specialist Certificate program.* (3–6 units; \$45 per unit)

305C. Field Laboratory: Exceptional Individuals

For those seeking the specialist credential and/or master's degree in the area of learning handicaps. The field experience project must be in addition to the student's regular commitment and must have a significant bearing on the student's training. As a general rule, 40 hours of qualified experience are equivalent to 1 unit of credit. *Adviser's permission is required prior to registration.* (1–6 units; \$45 per unit)

306A. Immersion Experience: Human Service in Diverse Settings

A supervised immersion and service experience in urban, culturally diverse community agencies with daily, guided, dynamic reflection. Focus on personal and professional development of students and on the integration of the academic and practical aspects of education as a human services profession. A one-week intensive orientation course required of students in the Pre-Service Teaching program. (1 unit)

306B. Immersion Experience: Human Service in Diverse Settings

A supervised immersion and service experience in urban, culturally diverse community agencies with guided, dynamic reflection. Focus on students' personal and professional development and the integration of the academic and practical

aspects of education as a human services profession. Emphasis on personal competence in multicultural service. (3 units)

307. Measurement and Evaluation

Theory and practice of standardized test development and testing procedures, the applications and limitations of standardized tests, and techniques of administering and interpreting group tests. Primary focus on school-related assessment. (3 units)

309A, 309B. Field Experience

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 20 hours of instruction or 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Adviser's permission is required prior to registration.* (1–6 units)

310. Independent Study

Supervised research initiated by the student. *A proposal must be submitted and approved by a faculty adviser prior to registration.* Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty adviser. Full-time faculty are preferred advisers. With program director's approval, an adjunct faculty member may serve as adviser. (1–6 units)

320. Directed Teaching I

First in a sequence of three field experience courses. Designed to introduce the teacher credential candidate to curriculum and instruction in the public schools at all levels. Morning practica are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. *Prerequisite: admission to the Teacher Education program.* (3 units)

321. Directed Teaching II

Second course in the directed teaching sequence. Teacher credential candidates engage in teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the morning and take course work in the afternoon, thereby facilitating the interrelating of theory and practice. *Prerequisite: 320.* (4 units)

322. Directed Teaching III

Last course in the directed teaching sequence. Designed to offer a full-time student teaching experience. *Prerequisite: 321.* (12 units)

323. Directed Teaching: Teaching Students with Special Needs in the Regular Classroom

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students with special needs. Focus on mainstreaming. A concurrent field experience is required. (3 units)

324. Directed Teaching for In-service Teacher Education Students

Designed for students in the In-service program who are completing their directed teaching requirement. Supervised student teaching and a weekly seminar. (6–12 units)

325. Directed Teaching: Teaching Linguistically Diverse Students

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching linguistically diverse students. Focus on English as a second language. A concurrent field experience is required. (2 units)

332. Practicum: Learning Disabilities

Supervised field experience in diagnosing and teaching students with learning handicaps. *Enrollment is limited and permission to enroll must be obtained well in advance of registration.* (1–6 units)

340. Adapting Early Education for Children with Special Needs

Examination of the developmental, learning, and behavioral characteristics of young children with special needs. Focus on techniques for adapting early childhood curricula to facilitate optimal development within the least restrictive environment. Specific attention given to parent-professional collaboration, analysis of existing instructional models, and classroom organization. (3 units)

343. Computer Competencies for Educators

Survey course designed to give educators a general overview of microcomputers and applications programs. Topics include general operations, word processing spreadsheets, data-base management, personal filing system, graphic and computer programming, evaluation of software, and direct applications to the classroom. Attendance is essential, and opportunities for laboratory practice will be provided. (3 units)

349. Role and Competencies of the Resource Specialist I

Focus on the role of the special educator as a resource specialist involved in consulting, staff development, in-service training, and parent education. Lectures, demonstrations, and discussions emphasizing practical skills and knowledge. *Prerequisites: 217, 247, and 332.* (3 units)

350. Diagnostic Techniques in Reading

Examination of reading in terms of information processing and its pertinent psycholinguistic components. Exploration of diagnostic procedures used to assess reading ability and of appropriate remedial techniques. Lectures and application. (3 units)

351. Role and Competencies of the Resource Specialist II

The role of the special educator as a resource specialist involved in coordination, parent education. Implementation

of laws, regulations, and other compliance requirements. Lectures, demonstrations, and discussions emphasizing practical skills and knowledge. *Prerequisites:* 217, 247, and 332. (3 units)

360. *Educational Foundations of Administration: Educational Leadership*

Concepts of leadership, fundamentals of human relations and professional ethics, decision making, team building, group processes, school climate, change and the change agent role, planning, program building and unification. (5 units)

361. *Educational Foundations of Administration: Educational Program Improvement*

Movements in curriculum and instruction; principles of growth and development; role of staff, parents, pupils, and community in curriculum and instruction; supervision and evaluation processes; program development and implementation; staff development and student services. (5 units)

362. *Educational Foundations of Administration: Management of School Services*

Utilization of resources; management of office, plant, and ancillary services; policies and effects of policy on school services; cafeteria, transportation, and physical services; planning and its implications for school services; personnel management; goals, priorities, policies, and practices. (5 units)

363. *Educational Governance and Politics*

Concepts of law; authority, power, and influence; governing roles of federal, state, and local agencies; functions of school board and district administration; site council functions; professional organizations, unions, and their influences; collective bargaining and negotiations; emerging social and political groups and processes. (3 units)

364. *Educational Legislation and Finance*

Legal framework of U.S. education; significant codes, regulations, and decisions affecting school finance and legislation; current sources and types of funding; implications of service contracts; financing public and private schools; budgets and budget development. (3 units)

365. *Personnel Management*

Fundamentals of personnel management, recruitment, selection, assignment, and dismissal; affirmative action; principles of staff evaluation; grievance procedures; civil rights legislation; classification; monitoring personnel policies; collective bargaining and negotiations; fringe benefits; risk management. (3 units)

366. *School Community Relations*

Role of the school, business, and community in education; working with the power structure and other influential groups; techniques for working with community agencies, and advisory councils; relationship with ethnic, racial, and other minority groups; public relations; the media. (3 units)

367. *Administrative Practicum*

Supervised field experiences in the application of school administration, demonstration of levels of competency, establishing and effecting program goals and objectives, effective program design and implementation. (3–6 units)

368. *Administrative Internship*

Supervised on-the-job administrative and supervisory experiences, demonstration of levels of competency, establishing and effecting program goals and objectives, effective program design and implementation. (4–12 units)

370. *Contemporary Issues in Education*

Examination and analysis of controversy in the field of education; theory and practice in ethical decision-making and

value clarification; critical thinking; conflict resolution; living in a pluralistic society; human rights; cultural patterns. Involves analysis of differing viewpoints in contemporary issues; uses case study methodology. (3 units)

371. *Higher Education Administration*

Leadership and general administration in higher education, practical aspects of program initiation and planning, programmatic strategies, assessment, emerging problems and issues, higher education services. Not offered each year. (5 units)

373. *Catholic School Leadership Institute*

Institute devoted to developing the pastoral, leadership, and management concepts of catholic education; catholic school movements and issues; skills development; supervision and planning; instructional strategies; staff and program development. (3 units)

374. *Current Issues in Educational Administration*

Strategic planning, use of trends and trends analysis in planning, current issues affecting educational leaders, legislation, stress management, power vs. powerlessness, effective schools and effective leadership, restructuring, emerging concepts and how to recognize them. (3 units)

399. *Master's Thesis*

An organized paper in the student's field of specialization that should make a scholarly contribution to the extant body of knowledge in the area and provide current research and review of the principal sources of information. Format designed by the student's adviser and faculty member. (3-6 units)

400A. *Administrative Assessment, Planning, and Monitoring*

Individualized program assessment and diagnosis, personal program planning,

career objectives, monitoring and evaluation, structuring and leading groups. (1-4 units)

400B. *Colloquium*

Attendance at and/or involvement in unique learning opportunities featuring state and national leaders in a series of programs and/or seminars dealing with current issues and trends in educational administration. (2 units)

401. *Organizational Theory Development*

The nature of organizations and the use of tools such as strategic planning, demographic studies, and future planning in relation to implementing educational programs. Includes strategies for working with school boards, bargaining units, advisory committees, community groups, regional and state organizations, and agencies. (2 units)

402. *Law, Political Relationships, and Fiscal Management*

Statutory and constitutional provisions to equal access, political jurisdictions, policies and practices of political forces; sociological influences that affect school practices; theory of compromise and consensus; state, local, and national legislation; funding and budgeting; financial effects of personnel and other contractual obligations. (2 units)

403. *Professional and Staff Development*

Instructional effectiveness in the exercise of leadership; integrating organizational goals with adult learning, credentialing, funding sources for staff development, collective planning, team building, model programs, clinical supervision, and evaluation. (2 units)

404. *Instructional Leadership and Evaluation*

Human relations and group dynamics; instructional research and theory; trends and issues and their application to instruction; program evaluation, teaching

effectiveness, pupil achievement, and instructional goals and outcomes. (2 units)

405. *Management of Human and Material Resources*

Effective staff utilization, organizational constraints, available resources, effective personnel policies, short- and long-term district and school planning; demographics and its relationship to human and material resources; credentialing procedures for assessing staff needs. (2 units)

406. *Cultural and Socioeconomic Diversity*

Concepts of cultural values and language diversity; ethics and values; specialized instructional needs; parent involvement; community/school activities; ethnic, racial, and religious composition; implications for education. (2 units)

407. *Advanced Field Work in Administration*

Individualized program of administration; experience in the field; collaborative-based program with site supervisor and University supervisor. (4–12 units)

408. *Administrative Electives*

Advanced work in the field of administration including training institutes and programs such as the Administrative Training Center, Regional/State/National Training Program, NASSP Assessment Program, etc. *Electives must be approved by the director of Educational Administration.* (6 units)

420. *Introduction to School Business Management*

The structure and function of the various departments that constitute the business operations of a school district; departments and/or units that constitute the business division of a school district; impact of these departments on the educational program. (3 units)

421. *School Business Management Information Systems*

Procedures for developing an information data base; selecting data processing equipment; interfacing business and instructional information systems. (5 units)

422. *School Financial Reporting Systems*

Analysis of the legal requirements and specific reporting functions that affect the organization and management of accounting and auditing processes in school systems; accounting and cost accounting concepts and practices. (5 units)

423. *Politics and Economics of Education*

Analysis of the exercise of authority, power, and influence in school district governance and management; relationship of education to other segments of the economy; influences affecting public education financing; public/private sector relationships. (3 units)

424. *School Business Support Services*

Legal requirements and general operating principles and procedures pertaining to school business support services; maintenance and operations; transportation; purchasing; warehousing; food services; civic center programs. (5 units)

425. *School District Budget Development and Administration*

Analysis of the impact of local district philosophy and state legal requirements on the budget-development process; preparing and administering the district budget. (3 units)

426. *Risk Management in School Systems*

Predicting and managing school district insurance risks; strategies for analyzing and responding to the insurance marketplace. (3 units)

427. *School Facilities Planning and Property Management*

Master planning for facilities in school systems; facility project planning and

construction management; alternative approaches to management of district property. (3 units)

7

Honors and Awards

The Division of Counseling Psychology and Education honors selected graduates. Awards are given to students who are considered outstanding graduates and to students who have exhibited exemplary leadership. Criteria for these awards are as follows:

Outstanding Graduate Award

- academic excellence
- demonstration of ideals and spirit of the University
- contributions to community and profession

Exemplary Leadership Award

- exhibited positive interaction with University administration and faculty
- initiated academic and extracurricular activities
- effectively represented issues and concerns of graduate students

The Division also honors selected alumni at its Annual Alumni Reception. Alumni receive recognition for

- notable contributions to the community
- continuing representation of the ideals and spirit of the University

8

Career Services

The Career Services Center provides a variety of services to assist students and alumni in clarifying, planning, and achieving their career goals. A professional staff of counselors offers career counseling to individuals and groups. Workshops are held regularly on career planning, which includes self-assessment, resume writing, interviewing, and job search strategies. Programs have been developed that bring professionals from various fields in counseling and education to campus to present information about career opportunities. A special program of informational interviewing links students and alumni in a variety of fields.

Career Services maintains strong contacts with employers. Job opportunity listings in counseling and education are received daily from various organizations and are available for review at the center and in *Counselor Educator Update*, a biweekly newsletter.

The Career Services Center has extended office hours to accommodate the schedules of graduate students. It maintains extensive resource materials on topics such as career fields and prospective employers and job search books.

Over 350 local, national, and international employers recruit on campus and career fairs also attract many employers to campus. A special Teacher Recruitment Fair is held each spring. Administrators from Bay Area public and private schools come to campus to interview teaching credential candidates for secondary and elementary positions.

All students and alumni in the Counseling Psychology and Education program who complete a Santa Clara degree or credential program are eligible to establish an educational placement file in Career Services for a nominal fee. These files include professional letters of reference and are typically required when applying for positions in teaching, counseling, or school administration.

The social service and educational communities in the Bay Area work closely with the center to strengthen professional relationships. The Employer Advisory Board provides direct and regular feedback to the center. The Career Services staff also take active leadership roles in professional associations such as the Western College Placement Association, the California Association of Counseling and Development, and the California Education Placement Association. These activities keep the staff on the leading edge of the career development field.

9

University Religious, Social, and Cultural Life

CAMPUS MINISTRY

Campus Ministry functions as a leaven within the University community so that the Living God may be magnified in all people: students, staff, faculty, and alumni. In keeping with the Jesuit tradition of developing the person, and with the ideal that all of us be people for others, Campus Ministry seeks to facilitate growth in individuals and the community by its presence, programs, and services.

The Campus Ministry staff reflects the reality of the Church today: a team of men and women—lay, religious, and clergy—who encourage all members of this community to deepen their religious commitment in “the service of faith, of which the promotion of justice is an absolute requirement” (Decree 4, 32nd General Congregation of the Society of Jesus).

To attain this vision, Campus Ministry offers the University community a variety of programs: liturgies and other sacramental celebrations, retreats, counseling and spiritual direction, educational forums, interfaith sharing, and Bible studies. We collaborate with all segments of the community in the planning and carrying-out of our programs.

In all of this, Campus Ministry is guided by the words of the prophet Micah: “This is what the Lord asks of you, only this: to act justly, to love tenderly, and to walk humbly with your God.”

STUDENT LIFE

Participation in extracurricular activities is encouraged as part of the total development of the Santa Clara student. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds and wherein freedom of inquiry and expression enjoy the highest priority.

The following sections describe various aspects of student life and services. The *Student Handbook*, which may be obtained from the Office of the Vice President for Student Development, provides more detailed information.

Athletics

The University maintains a well-balanced program of intercollegiate, instructional, and intramural athletics.

Intercollegiate competition for men is conducted in football, basketball, baseball, tennis, water polo, golf, soccer, crew, bowling, cross-country, boxing, volleyball, lacrosse, and rugby. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross-country, soccer, crew, golf, and bowling. All of the participants in these sports compete against opponents of recognized national standing.

The University is a member of the National Collegiate Athletic Association, West Coast Conference, and Western Football Conference.

Student Organizations

Santa Clara Community Action Program The Santa Clara Community Action Program (SCCAP) is a student volunteer organization founded in 1966. The volunteer opportunities that it offers in schools, hospitals, special educational centers, and the local jail system provide experiences in education, law, medicine, psychology, religious studies, and sociology. This exposure is not only useful in making wise career decisions, but also important in the sharing of moral values.

Students Programming Alternative Campus Events Students Programming Alternative Campus Events (SPACE) provides special alternative programs in recreation, fine arts and performing arts, noncredit courses, and leisure pastimes for students, faculty, and staff.

Multicultural Center Program Board The Multicultural Center Program Board sponsors events and activities that promote diversity on the campus and reflect the University's commitment to enhancing awareness and understanding of cultural pluralism.

Counseling Psychology and Education Graduate Student Association The purpose of the Counseling Psychology and Education Graduate Student Association (CPE/GSA) for the Division of Counseling Psychology and Education is to provide a forum where all interested students can increase their involvement with the University, the Division, and fellow students. The goal of the organization is to support CP&E graduate students in their needs and growth.

CP&E Alumni Chapter The CP&E Alumni Chapter is an official organization of Santa Clara University representing all graduates of the Division of Counseling Psychology and Education. Its purpose is to promote the interests of CP&E graduates and to establish an ongoing relationship between the University and its alumni.

SCUMA Club (Santa Clara's Upwardly Mobile Administrators) Designed as the alumni association for graduates of Santa Clara University's Educational Administration program, the SCUMA Club has grown to include friends, instructors, and graduate students in the field of educational administration.

Activities include speakers on political, educational, and contemporary issues; workshops and seminars on career issues; and mobility in the field of education. Membership includes receiving invitations to all meetings and activities and newsletters and announcements.



Graduate Student Association (GSA) officers

Student Media

KSCU-FM Radio KSCU-FM is managed and operated solely by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and public service information.

The Santa Clara Review *The Santa Clara Review* (formerly *The Owl*), founded in 1869, is the University's literary magazine and the oldest college publication in the West. It invites authors from every academic area to present their works for publication. Published three times a year, the magazine includes essays, journalistic pieces, short stories, poetry, and reviews.

The Santa Clara As the weekly campus newspaper, *The Santa Clara* reports on current events, sports, entertainment, and people. Outstanding coverage and design recently earned *The Santa Clara* an award that placed it in the top sixth of the country's university papers. All students, both undergraduate and graduate, are welcome to join the staff of nearly 75 students who work in reporting, photography, graphic design, typesetting, advertising, and layout.

Student Clubs

Students can become involved in a number of the more than 70 academic, recreational, religious, social, ethnic, and political organizations active on campus.

STUDENT RESOURCES AND SERVICES

Listed below are the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

Counseling Services and Programs

Counseling Services and Programs, located on the second floor of Benson Memorial Center, offers free professional counseling to all undergraduate and graduate students. Confidential psychological counseling in a supportive atmosphere is designed to help students develop greater self-understanding and become more personally effective. Some of the concerns that students discuss with counselors include stress, depression, sexuality, individual identity and family, friendship, and love relationships. The special issues of minority and international students are recognized. In addition to individual, couples, and family counseling, small groups and workshops related to topics of general interest are frequently offered. Consultation and referral for faculty, staff, and alumni and training opportunities for graduate students in counseling are also available.

Students in crisis or with urgent needs can be seen immediately on a walk-in basis, and regular appointments through the receptionist can usually be made within one week by calling 408-554-4172. Counseling hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. and evenings by appointment.

Office of Student Activities

The Office of Student Activities, located in the basement of Benson Memorial Center, assists students maximize their educational, cultural, social, and service opportunities outside the classroom. The Student Activities staff advise Associated Students (ASSCU), Santa Clara Community Action Program (SCCAP), Students Programming Alternative Campus Events (SPACE), Social Presentations, Multicultural Program Board, the student media, clubs and organizations, and fraternities and sororities. Students interested in joining a student organization or forming a new club or organization are encouraged to come by the Office of Student Activities for more information.

In the Jesuit tradition of responsibility for excellence, Santa Clara University is committed to the development of socially responsible leaders. The Office of Student Activities has designed a comprehensive leadership education program that is dedicated to preparing students to assume roles of leadership in the modern world.

Student Health Services

Student Health Services are located in the Cowell Center on campus.

Students may see the Student Health Services medical staff by appointment or for emergency drop-in services 9:00 a.m. to 7:00 p.m. weekdays while the University is in session.

All full-time undergraduate students and full-time law students are eligible for medical care at the center at no charge as health service fees are part of their regular University fees. Graduate students and part-time undergraduate students, on payment of the health service fee, are also eligible for medical care at the center. Health insurance coverage for outside care or other special needs is available and recommended for all students.

All students using Student Health Services are required to have a pre-entrance health examination. Additional information about health insurance coverage and pre-entrance examinations may be obtained from Student Health Services.

Student Resource Center

The Student Resource Center provides services to help specific student populations achieve a successful and satisfying experience at Santa Clara University. The center also strives to increase the cultural awareness of the University community. In addition, the center conducts interviews for students considering withdrawal from the University. The following specific services are housed within the Student Resource Center:

Black Student Resources Black Student Resources addresses the varied needs of black students in settings that encourage cultural identity with the rich historical experience and continued contribution of African Americans. Programs and workshops about the African-American experience are coordinated through this office. BSR maintains liaison with SCU black alumni and sponsors informal leadership and mentoring programs for students with African-American community and professional organizations.

Chicano Student Resources Chicano Student Resources provides support and assistance to students who identify themselves as Chicano, Hispanic, or Latino. Individual student concerns pertaining to academic and personal adjustment are addressed, and referral to other University services is facilitated. In addition, CSR coordinates cultural, educational, and community involvement programs.

Disabled Student Resources Disabled Student Resources provides a centralized location where students with disabilities and chronic diseases are helped to participate effectively in all aspects of campus life. The office assists students in obtaining academic and housing accommodations, helps provide access to University programs and activities, serves as a liaison between students and outside agencies, and works to promote awareness of disability concerns at the University.

International Student Resources International Student Resources provides general assistance and referrals, cultural programs, speakers, and workshops for international students. The programs are specifically designed to encourage relationships between American and international students. ISR also provides assistance and support to international students' clubs.

Off-Campus Student Resources Off-Campus Student Resources encourages commuter students to become more involved in the co-academic programs offered at SCU. The Off-Campus Students Association sponsors social activities targeted for nonresidential students. The office also facilitates interaction between on-campus and off-campus students and encourages more involvement and a sense of community for students not living on campus.

Women Student Resources Women Student Resources provides support, information, and programs that promote the personal, educational, and professional interests of women at Santa Clara. By encouraging University women to pursue their individual and collective goals, Women Student Resources reflects its commitment to challenge those aspects of society that diminish an individual's capacity to achieve full potential. Women Student Resources sponsors workshops and speakers on issues of concern to women and maintains a circulating resource library of books and current periodicals.

Project 50 Project 50 is a special program that encourages local eighth graders from low-income families to complete high school and pursue a college education. Approximately 50 disadvantaged students, chosen on the basis of academic potential, need for motivational support, and low-income background, participate in this summer program each year. About 90 percent of those selected are members of ethnic minorities. Students in Project 50 strive for a spirit of personal value and self-assurance with the support of caring counselors, teachers, and other individuals. For Santa Clara students-turned-counselors, Project 50 provides an enriching experience.

Teaching and Learning Center

The Teaching and Learning Center, located in 247 Bannan Hall, offers a variety of programs to help students improve their learning skills and prepare for further education.

Two tutorial programs provide undergraduate students with assistance in many classes. Through the Individual Tutorial Program, students may arrange for personal tutoring. Drop-in tutoring is also available at different campus locations. Training in study skills takes place through workshops or in individual sessions at the center. Students receive help with time management, reading, and notetaking and learn ways to prepare for and improve performance on exams.

The center is especially useful to international graduate students who require special help in English by providing learning assistance in a supportive and encouraging environment.

The Teaching and Learning Center also assists juniors, seniors, and graduate students planning to pursue graduate or professional studies select a school and

secure financial aid. The center maintains a drop-in library of more than 800 graduate school catalogs and reference sources and arranges campus interviews with graduate school representatives from California schools as well as those from other states. Each year the center sponsors a combined Graduate/Career Information Day with the Career Services Center.

For national and international competitions for scholarships in which candidates must be officially nominated or endorsed by the University, the associate director, together with several members of the faculty, selects the nominees and arranges the endorsements. This office does not award fellowships, scholarships, or other financial assistance for study at Santa Clara or elsewhere.

The center also offers support for faculty through professional development programs such as workshops on teaching and learning and confidential individual evaluations of teaching.

10



Facilities

ADOBE LODGE

Adobe Lodge is the oldest building on campus. Restored in 1981 to its 1822 decor, the Lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

BENSON MEMORIAL CENTER

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests and to provide an environment for the education of the whole person that continues outside the classroom. Among the many services and facilities available are the Information Desk, Game Room, Brass Rail Cafe, Benson Cafeteria, Bronco Corral, Shapell Lounge, a convenience grocery store, meeting rooms, Mission City Federal Credit Union, the bookstore, and post office. In addition, the offices of Campus Ministry, a number of offices of the Division of Student Development, and offices of student government and organizations are housed in the center.

CLASSROOM BUILDINGS

Nine classroom buildings house not only some 72 classrooms but numerous administrative offices as well. Mayer Theatre and three Fine Arts buildings also provide special classroom, rehearsal, and performance facilities.

COMPUTING FACILITIES

Santa Clara provides mainframe and personal computing facilities to support educational programs. Free noncredit short courses for both types of computers are offered periodically. Computer labs are typically open from 9:00 a.m. to midnight Monday through Friday, with hours slightly reduced on weekends.

The principal academic mainframe system is a Digital Equipment Corporation VAX-8650 running under the VMS operating system. There is also a VAX-11/750 running under the UNIX operating system. Approximately 75 terminals, located at three centers around campus, can access either of these

machines. Both systems operate 24 hours per day, and student access through dial-up ports is also available.

PCs are concentrated in three general-purpose laboratories containing 140 IBM machines and various software packages for word processing, spreadsheet and data-base applications, and programming. Each of these PCs can also function as a terminal to the VAXes. An additional 90 IBM PCs are contained in three special-purpose classrooms: the English Writing Lab, Business School PC Classroom, and Engineering PC CAD Lab. Ten PCs and two ATs are located in three smaller clusters serving the Chemistry, Mathematics, and Physics departments.

The School of Engineering provides an advanced graphics workstation facility containing 50 Hewlett-Packard 9000 workstation computer systems with high-resolution color displays. These machines are located in two classroom facilities (20 systems each) and five engineering laboratories, and are used for computer-aided design (CAD), computer graphics, and software development by all four engineering disciplines. In addition, the School of Engineering has several 386 PCs and SUN workstations.

Most of the academic computers are connected by an Ethernet local area network (LAN) that provides high-speed communications between the various systems. The VAX-8650 is also a node on the BITNET wide-area network, providing students and faculty with electronic mail and file-transfer connections to over 3,000 nodes in the United States, Canada, Europe, Japan, and other countries around the world.

To encourage integration of computing into the curriculum in all disciplines, the University has made more than 150 IBM PCs available to faculty in every academic department.

COWELL HEALTH CENTER

Cowell Health Center offers health services to students (see page 80). The Cowell Center also houses the Public Safety Office and the University Personnel Department.

DE SAISSET MUSEUM

The de Saisset Museum includes American, European, African, and Oriental art, as well as historically important objects from the early days of Mission Santa Clara. In addition to its permanent collection, it features special exhibitions of traditional, modern, and contemporary art.

Museum hours are Tuesday through Sunday, 11:00 a.m. to 4:00 p.m.; closed Mondays and holidays.

KIDS ON CAMPUS

Kids on Campus is the University child care and preschool center for children of students, faculty, and staff members. The center is a cooperative under the supervision of a volunteer committee of parents with a small staff of paid employees and parent and student volunteers. It is also used occasionally

by students in psychology and education courses for practicum experiences. The preschoolers benefit from a carefully developed program designed to meet their interests and to prepare them for kindergarten. Students are encouraged to visit the Kids on Campus facilities on the east side of the campus.

LEAVEY ACTIVITIES CENTER

Leavey Activities Center is a widely used extracurricular facility at Santa Clara. Since the construction of this approximately two acres of recreational space, the intramural and recreation programs have achieved 80 percent student participation and maintained a high level of interest in competition, recreation, and social activity.

Included in the center is the Toso Pavilion for basketball, as well as racquetball courts, a volleyball area, swimming pool, men's and women's locker rooms, weight training section, sauna, and steam rooms. With such facilities and activities, the Leavey Activities Center has fulfilled its design for use by students, faculty, and staff of the University. It also continues to serve as a setting for cultural and social events.

A monthly schedule of hours and activities is posted on the Leavey bulletin board. Students must present validated ID cards to an attendant upon entering.

LOUIS B. MAYER THEATRE

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as an orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is reoriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides.

Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector.

The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its "black box" design, complete with movable catwalks, provides superb flexibility in an experimental setting.

MISSION SANTA CLARA

Mission Church marks the historic heart of the University. Adjacent to the beautiful Mission Gardens, the Church holds regular liturgical and sacramental services and provides an open place for quiet reflection and prayer.

NOBILI HALL

Nobili Hall provides on-campus housing for the University's Jesuit community. The four-story facility, named for John Nobili, first president of the college, contains a dining area and a chapel.

MICHEL ORRADRE LIBRARY

The collections and services of the Michel Orradre Library are designed to support the University's undergraduate and graduate academic programs. The collection, which dates from the founding of Mission Santa Clara, now contains more than 525,000 volumes and more than 435,000 microforms. Currently, approximately 3,500 serial subscriptions are being received. The library is a depository for U.S. and California government documents, which number more than 300,000 publications.

Library staff at the reference and documents desks are prepared to assist students, and helpful publications and guides to the library's collections and services are always available. The Reference Department provides interlibrary loan and online database searching.

Located in the library are open reading areas, individual study carrels, and small group rooms; copy facilities for hard copies and microformats; and a personal computer laboratory.

During the academic year, the library is open 7 days a week for a total of 108 hours. Most books circulate for 15 to 21 days, but loan periods for heavily used materials on course reserve are limited to two hours or 1, 3, or 7 days.

A small branch library located in the Daly Science Center supplies services and collections for biology, chemistry, physics, and related disciplines.

RICARD MEMORIAL OBSERVATORY

Named after Father Jerome S. Ricard, S.J., Santa Clara's "Padre of the Rains" who was most famous for his "sunspot theory" of weather forecasting, the observatory now houses all of the University's audiovisual equipment and Media Services. Media Services offers downlink capabilities affording the University community the opportunity to participate in satellite broadcasts and teleconferences.

BUCK SHAW STADIUM

Built in 1962 for Santa Clara's varsity football, baseball, and soccer programs, the 10,000-seat stadium and the surrounding practice fields are the outdoor facilities for Santa Clara's highly successful intercollegiate and intramural athletic programs.

Accreditations and Memberships

**ONE HUNDRED AND FORTY-FIRST YEAR
1991-92**

Accredited by the Accrediting Commission for Senior Colleges and
Universities of the Western Association of Schools and Colleges

Accredited by the American Assembly of Collegiate Schools of Business
(Undergraduate and Graduate Programs)

Accredited by the American Bar Association

Admitted to Membership in the Association of American Law Schools

Accredited by the State Bar of California

Accredited by the Accreditation Board for Engineering and Technology
(Undergraduate Civil, Computer, Electrical, and Mechanical Engineering)

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Schools of Theatre

Accredited by the American Association of Museums

Member of the American Council on Education

Member of the Council of Graduate Schools in the United States

Member of the American Council of Learned Societies

Member of the Association of Jesuit Colleges and Universities

Member of the Conference of Western Law Schools

Member of the College Entrance Examination Board

Member of the Association of American Colleges

Member of the Association of Independent California
Colleges and Universities

Member of the Council for Advancement and Support of Education

Institutional Member of the American Mathematical Society

Academic Member of the Mathematical Association of America

Member of the Western Association of Graduate Schools

Member of the Law School Admission Council

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Index

A

Absences, 27
Academic advisers, 25
Academic majors, 55
Activities, Student Office, 79
Administrative services credential, 38, 55, 63–65
Administrators, Counseling Psychology and Education, 88
Admissions: general, 23–25; to counseling degree programs, 38; to credential programs, 55–56
Adobe Lodge, 20, 83
Alumni Chapter, 77
Application: forms, 23–24; fees, 33; deadlines, 34
Arts and Sciences, College of, 38, 44
Athletics, 76, 85, 86
Audiovisual facilities, 86
Auditing courses, 29; fee, 33
Awards, 74

B

Benson Memorial Center, 79, 83
Black Student Resources, 80
Buck Shaw Stadium, 86

C

Calendar, academic, 7–9
California Basic Educational Skills Test (CBEST), 24, 42, 56, 58, 64
Campus Ministry, 76, 83
Career counseling, 75, 79
Career Services Center, 75, 81
Challenging courses, 28–29; fee, 33
Chicano Student Resources, 80
Child care, 84
Classroom teaching, 56
Clear Resource Specialist Certificate of Competence, 60
Clear teaching credential, 56, 57
Commission for Teacher Credentialing, 54, 56
Commitment to excellence, 11, 22, 26
Community service, 74, 77, 79, 81

Comprehensive examination, 7–8, 44, 47
Computer competency, 56, 60
Computer labs, 83–84
Confidentiality, 28, 31–32
Continuing education, 10, 25; units (CEU), 32
Counseling degree programs, 39–54
Counseling services, 79
Counselor Educator Update, 75
Course descriptions: Counseling Psychology, 48–54; Education, 66–73
Courses: entering new, 25; incompletes, 27; challenging, 28–29; auditing, 29; sequence of, 45
Cowell Health Center, 22, 80, 84
Credential programs, 10, 38, 54–55; admission requirements, 55–56, 58
Credit, transfer of graduate, 25

D

Deadlines, 7–9; for financial aid, 34
Degree programs, 10, 38, 39–47, 54–65; transferring within, 29; admission to, 38; course requirements, 40–47, 55–65
Degree status, 23–24
de Saisset Museum, 84
Directed teaching, 56
Disabled Student Resources, 80
Division of Counseling Psychology and Education, history of, 10

E

Early Intervention Specialist, 61
Education programs, 54–66; course descriptions, 66–73
Educational Administration program, 62–65
Employer Advisory Board, 75
Employment, *see* Job search
Ethics, 26, 46–47
Evaluations, periodic, 27
Examinations, 7–9; challenge, 28–29; comprehensive, 7–8, 44, 47
Expenses: tuition and fees, 33; payments, 34; refund policy, 34–35
Extracurricular activities, 76–79

F

Faculty, 12–15, 93–95
Fees, *see* Expenses
Fellowships, 35–36
Field Laboratory: fee, 33. *See also* Course descriptions
Fifth-year of study, 10, 56, 57, 61
Financial aid, 35–36; deadlines for, 37
Financial Aid Form (FAF), 35
Foreign-born students, 23, 81
Foundations of Education, 57

G

General counseling emphasis, 10, 44–45
Gifts to the University, 21n, 22
Government documents, 86
Grade point average (GPA), 24, 27. *See also* individual programs
Grading system, 26
Graduate programs, requirements for admission, 23–25; Religious Studies Department, 44
Graduate Record Examination (GRE), 24, 58
Graduate Student Association (CPE/GSA), 77
Graduation: requirements, 30; fee, 33
Grants, 35–36

H

Health services, *see* Cowell Health Center
Health education, 56
Health psychology emphasis, 41, 43, 45
Holidays, 7–9

I

Incompletes, 27
In-service Credential program, 57
Interdisciplinary Education, 61–62
International students, 77, 79, 81
Internship programs, 42–43, 60, 64

J–K

Job search, 75, 81–82
Kids on Campus, 84
KSCU-FM radio, 78

L

Late fees, 33
Learning handicapped credential, 38, 60
Leave of absence, 28
Leavey Activities Center, 22, 85
Letter grades, 26
Liability coverage, 42, 57, 59
Library, Michel Orradre, 86; science, 86
License requirements, 39, 40, 42, 43, 44, 45
Loans, 28, 37

M

Mandatory pre-group experience, 45
Map, 100
Marriage, Family, and Child Counseling, 38, 40
Master of Arts degree programs, 38
Master of Science in Teaching Mathematics, 38, 62
Media Services, 86
Miller Analogies Test (MAT), 24, 58
Minority students, 77, 79, 81
Mission Santa Clara, 19, 20–22, 85
Multicultural Center Program Board, 77
Multidisciplinary Studies/Pre-teaching, 54
Multiple-subject teaching credential, 38, 54

N–O

National Teacher Exam (NTE), 54, 55, 58
Nobili Hall, 85
Nondegree status, 11; admission to, 24–25
Nondiscrimination policy, inside front cover
Officers, University, 88
Orradre, Michel, Library, 86

P

Parking permits, 34
Part-time student, 28, 57
Pass/not pass, 28
Pastoral counseling emphasis, 41, 42, 43–44, 45
Performance, academic, 27, 45

Perkins loans, 28
 Personal computer facilities, 83–84, 86
 Personal disclosure, 28, 47
 Petitions, 7–8, 30, 36
 Placement, 75; file, 75
 Pre-group experience, 45
 Pre-service Credential program, 56–57
 Privacy, rights to, 31–32
 Project 50, 81
 Pupil personnel services, 38, 42–43, 44–45

R

Reading, teaching of, 57
 Readmission, 28
 Records, student, 31–32
 Refund policy, 34–35
 Regents, Board of, 91–92
 Registration, 7–8; fee, 33
 Regulations, academic, 26–30
 Requirements, graduation, 30
 Research grants, 36
 Resource specialist certificate, 55, 60–61
 Returned check fee, 33

S

Santa Clara, The, 78
Santa Clara Review, The, 78
 Santa Clara University: statement of purpose, 19–20; history, 20–22; legal name, 21n; location, 22; accreditations and memberships, 87; officers, 88; Board of Trustees, 89–90; Board of Regents, 91–92
 SCCAP, 77, 79
 Scholarships, 35–36; conditions, 36
 School administration, *see* Educational Administration program
 School Business Management program, 65
 School counseling, *see* Pupil personnel services
 SCUMA Club, 77–78
 Self-disclosure, 47
 Single-subject teaching credential, 38, 54–55
 SPACE, 77, 79

Speakers, 77–78, 80–81
 Special education, 58–61
 Specialist in Learning Handicapped Credential, 60
 Spiritual development, 44, 46, 76
 Sports, *see* Athletics
 Staff, 16–17
 Stafford loans, 37
 Student activities, 76–79
 Student body, 22
Student Handbook, 76
 Student media, 78
 Student records, 31–32
 Student Resource Center, 80–81
 Study skills, 81
 Summer session, 8–9, 32, 34
 Supplemental Loans to Students, 37

T

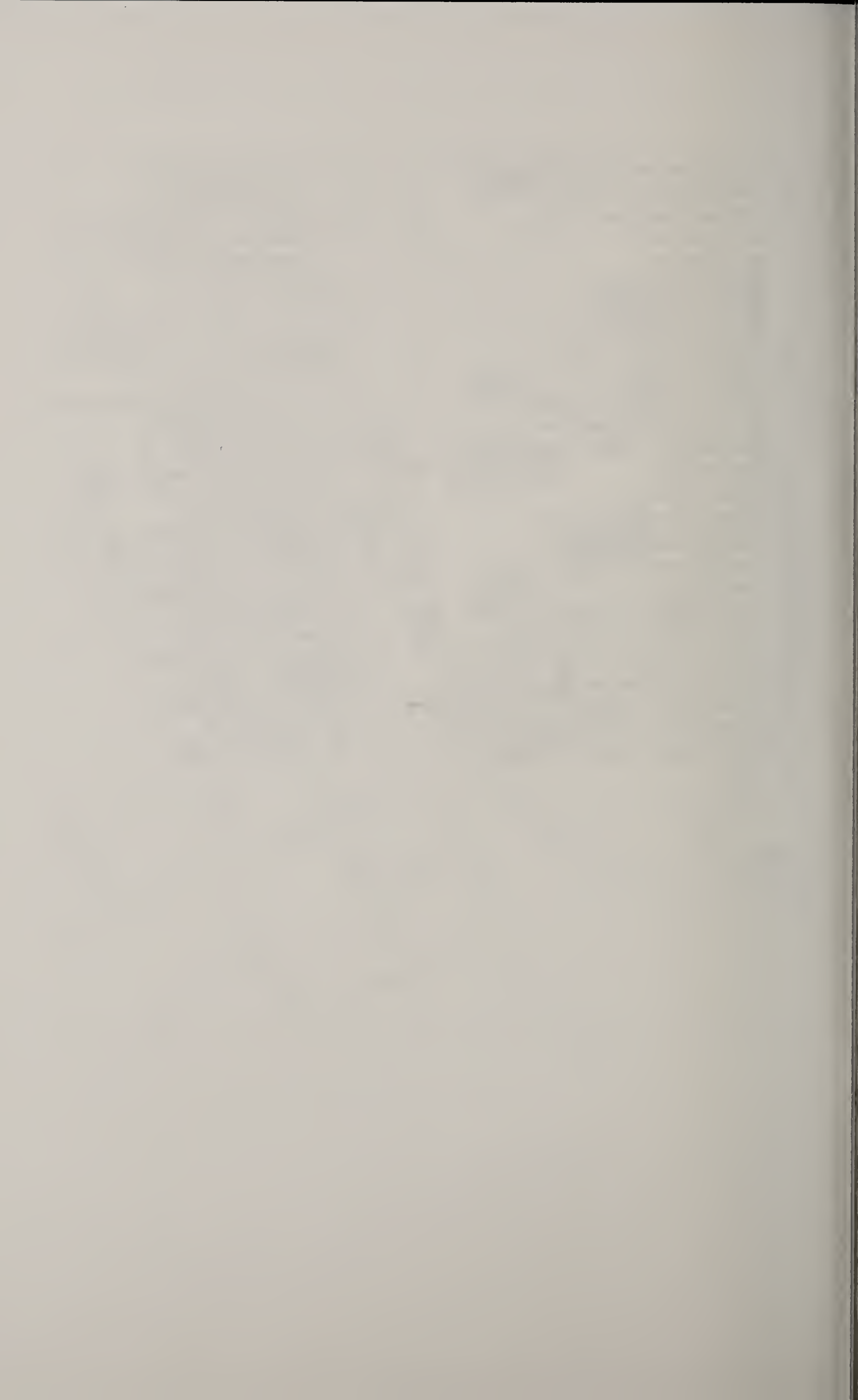
Teacher Education program, 54–58
 Teaching and Learning Center, 81
 Teaching credentials, types of, 54–55; requirements for, 55–58
 Test of English as a Foreign Language (TOEFL), 23
 Theatre, Louis B. Mayer, 22, 85
 Transcripts, 23–24; fee, 24–25
 Transfer of graduate credit, 25
 Transfer within counseling programs, 29–30
 Trustees, Board of, 89–90
 Tuition and fees, 33; payment methods, 34; refund policy, 34–35; remission, 36
 Tutorial programs, 81

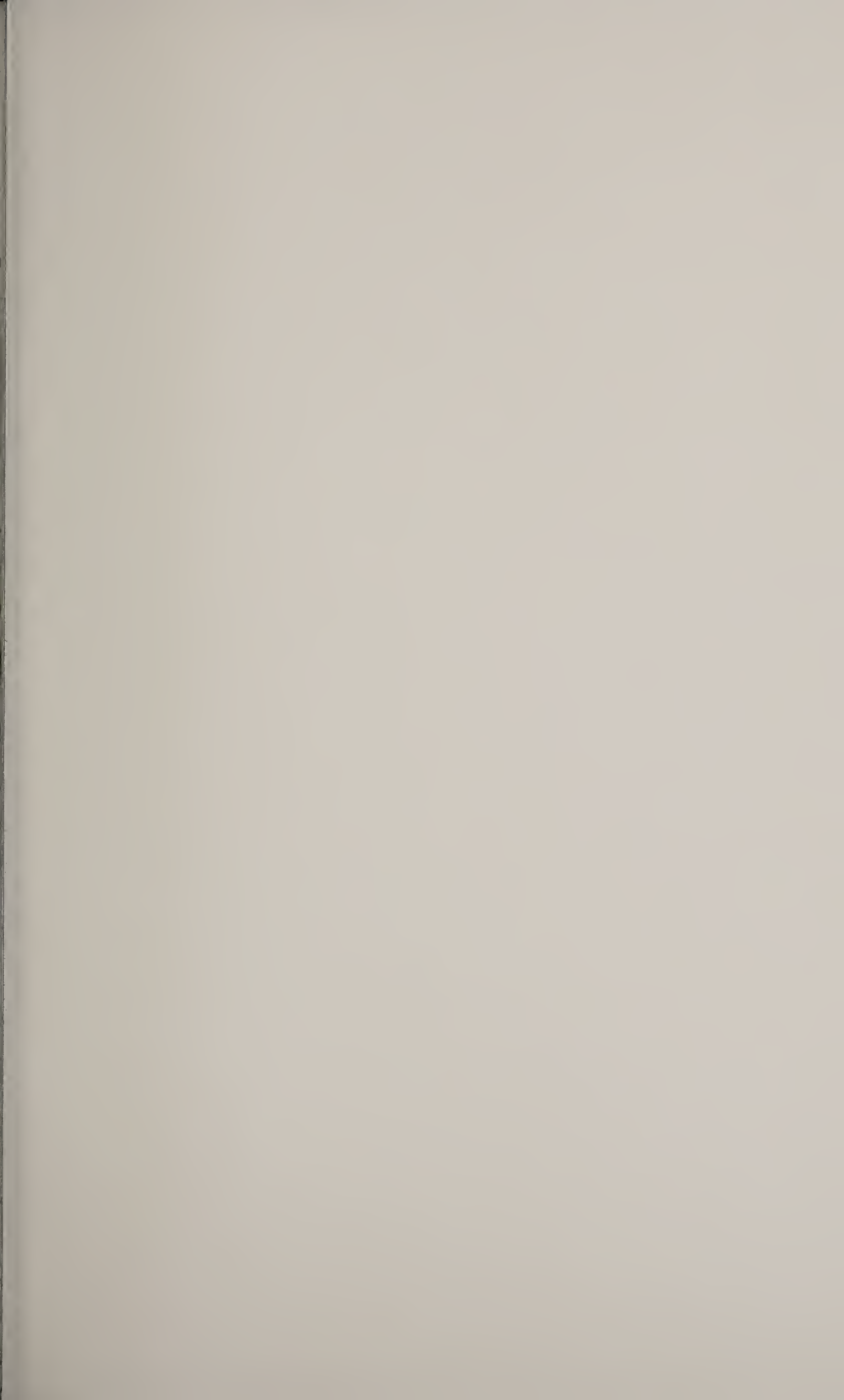
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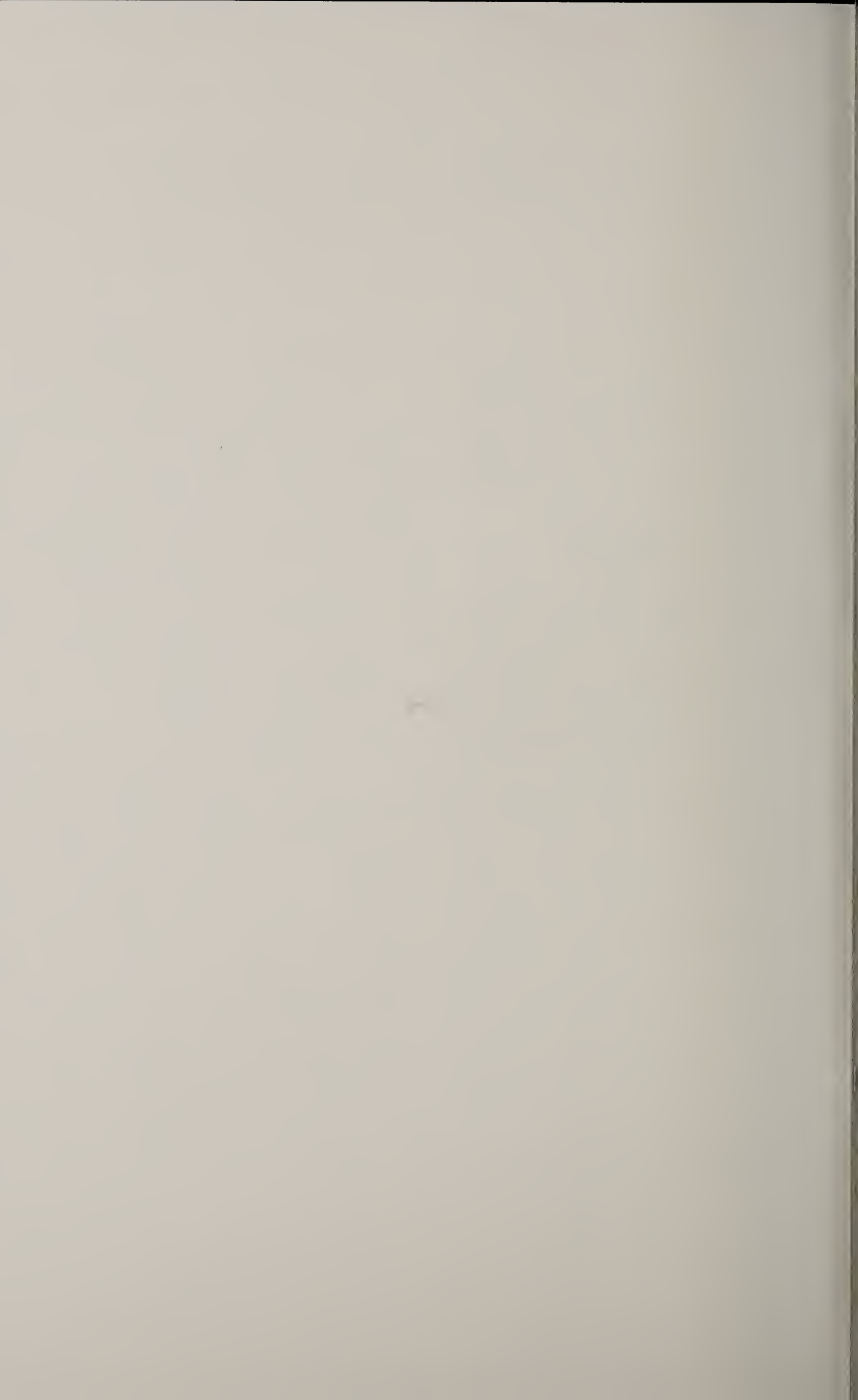
Units: course load, 28; for graduation, 30.
See also individual programs
 Veterans' benefits, 37
 Waiving courses, 25, 29
 Withdrawals, 7–9, 28, 34
 Women Student Resources, 81
 Work experience, 25
 Workshops, 10, 25, 75, 79, 81–82
 Work-study, 37



1. San Filippo Residence Hall
2. Campisi Residence Hall
3. Graham Residence Center
 - 3a. Strub Hall
 - 3b. Swig Hall
 - 3c. Hancock Hall
 - 3d. O'Neill Hall
 - 3e. Multicultural Center
4. Campus Tennis Courts
5. Orradre Library
6. Sullivan Engineering Center
 - 6a. Thomas J. Bannan Building
7. Bannan Hall Classroom Building
8. Field House
9. Shaw Stadium
10. Benson Memorial Center
11. Swig Residence Hall
12. Dunne Residence Hall
13. Kennedy Mall
14. McLaughlin Residence Hall
15. Walsh Residence Hall
16. Ricard Memorial Observatory
17. Donohoe Alumni House
18. Kenna Hall – Leavey School of Business and Administration
19. Bergin Hall – School of Law
20. Heafey Law Library
21. Staff Lounge
22. St. Joseph's Hall
23. Varsi Hall – Admissions and Development Offices
24. Restrooms
25. Adobe Lodge – Faculty Club
26. University Day Care Center
27. Nobili Hall – Jesuit Residence
28. Mission Santa Clara
29. Walsh Administration Building
30. de Saisset Museum
31. O'Connor Hall
32. Daly Science Center
33. Alumni Science Hall
34. Mayer Theatre
35. Cowell Health Center
36. Leavey Activities Center
37. Fine Arts Building
38. Dance Building
39. Music Building
40. Main Gates
41. Alumni Park
42. Law House
43. Casa Italiana
44. Physical Plant







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